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PUBLIC HEARING

before

ASSEMBLY EDUCATION COMMITTEE

on

ASSEMBLY BILL 2170

(Designated the "Master Teacher Pilot Program Act")

Held:
November 27, 1984
Conference Room
Board of Education
East Orange, New Jersey

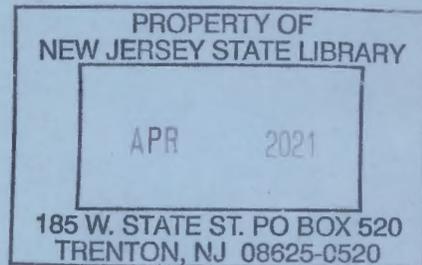
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MEMBERS OF COMMITTEE PRESENT:

Assemblywoman Mildred Barry Garvin, Chairman
Assemblyman D. Bennett Mazur
Assemblyman Joseph A. Palaia

ALSO PRESENT:

John A. White
Office of Legislative Services
Aide, Assembly Education Committee



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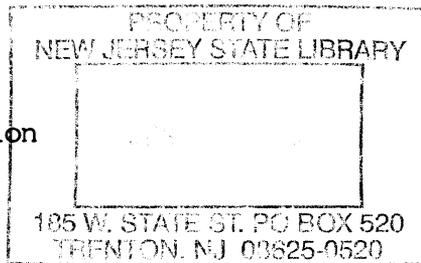


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ASSEMBLY, No. 2170

STATE OF NEW JERSEY

INTRODUCED JUNE 21, 1984

By Assemblyman PALAIA, Assemblywoman GARVIN, Assemblymen NAPLES, ROCCO, VILLANE, DORIA, Assemblywoman MULLER, Assemblymen BENNETT and MAZUR

AN ACT establishing a master teacher pilot program in the Department of Education and supplementing Title 18A of the New Jersey Statutes.

1 BE IT ENACTED *by the Senate and General Assembly of the State*
2 *of New Jersey:*

1 1. This act shall be known and may be cited as the "Master
2 Teacher Pilot Program Act."

1 2. The Legislature finds and declares that:

2 a: Attracting and retaining the most able individuals to the pro-
3 fession of teaching is critical to the future welfare of our State
4 and its citizens.

5 b. A system of rewarding teachers for recognized excellence
6 should provide compensation to the most talented teachers.

7 c. In education, as in other professions, new practitioners and
8 others wishing to upgrade their skills can benefit from working
9 with the best in their profession.

10 d. A master teacher program may be an additional means of
11 attracting and maintaining outstanding individuals in the teaching
12 profession and of rewarding those who excel.

1 3. The Commissioner of Education shall appoint a commission
2 to select five school districts in the State to participate in a three
3 year master teacher pilot program commencing on July 1, 1985.
4 Each school district selected by the commission may nominate
5 up to 5%, but not less than 2%, of its teachers to participate in
6 the master teacher program. Nominations may be made by teachers.

7 administrators, parents, students and community members. The
 8 district selection committee shall include administrators and
 9 teachers with a simple majority being teachers. The local board
 10 of education shall approve the master teacher candidates from
 11 the list submitted by the district selection committee. No master
 12 teacher program shall be accepted unless it has been approved by
 13 the district selection committee.

1 4. In nominating a master teacher, the district selection com-
 2 mittee shall choose a teacher who:

3 a. Has a superior knowledge of subject matter coupled with
 4 communication skills;

5 b. Has an ability to create and to maintain an enthusiasm and
 6 the love for learning;

7 c. Encourages and promotes a feeling of self-worth in students;

8 d. Has high expectations for his own performance and that of his
 9 students and motivates students to perform at their highest level;

10 e. Demonstrates the ability to interact, share, assist and serve
 11 as a model for the teaching profession;

12 f. Has earned the respect of peers, parents and the whole school
 13 community; and

14 g. Contributes significantly to the quality of life in the school.

1 5. The district selection committee shall only nominate as a
 2 master teacher a person who:

3 a. Is a full-time certificated teaching staff member employed
 4 under the generic job description of a teacher and who does not
 5 serve in a primary role as an evaluator; and,

6 b. Has completed at least seven years of successful employment
 7 as a teacher and has earned tenure in his district. The seven year
 8 employment period is not limited to one district.

1 6. Pilot districts shall select teachers by March 31 for the follow-
 2 ing school year's employment as a master teacher. The year's
 3 employment shall include a 10 month contract for regular teaching
 4 responsibilities and the equivalent of one additional month of
 5 employment. The State shall pay to each master teacher an addi-
 6 tional \$5,000.00 in salary for each school year of employment in
 7 the pilot program as a master teacher.

1 7. During the 10 month period of the regular school year, in
 2 addition to normal teaching responsibilities, the duties of the
 3 master teacher shall include, but not be limited to, serving as a
 4 demonstration and a helping teacher to other teachers in the
 5 school. Other responsibilities during the regular school year may
 6 include, but are not limited to: serving as an advisor to students;
 7 curriculum analysis and development; and advising and assisting
 8 new teachers.

1 8. During the eleventh month of the contract, the responsibilities
 2 of the master teacher shall relate to the improvement of educational
 3 programs and instructional quality. These responsibilities may
 4 include, but are not limited to:

- 5 a. Reading in his subject field;
- 6 b. Conducting research;
- 7 c. Counseling and advising students;
- 8 d. Conducting workshops for other teachers;
- 9 e. Analyzing and developing curriculum;
- 10 f. Counseling other teachers; and,
- 11 g. Participating or instructing in the Academy for the Advance-
 12 ment of Teaching and Management.

1 9. Six months prior to the expiration of the master teacher pilot
 2 program, the commissioner shall evaluate the program and report
 3 his conclusions and recommendations on its continuation or ex-
 4 tension to the Governor and the Legislature.

1 10. The State Board of Education shall adopt rules and regula-
 2 tions in accordance with the "Administrative Procedure Act," P. L.
 3 1968, c. 410 (C. 52:14B-1 et seq.) to effectuate the purposes of
 4 this act.

1 11. This act shall take effect immediately.

STATEMENT

Attracting and retaining the most able individuals to the profession of teaching and encouraging the best teachers to share their knowledge and skill with colleagues are central to the improvement of public education in New Jersey. To foster these objectives, this bill establishes a three year master teacher pilot program.

Under the bill's provisions, the Commissioner of Education is to appoint a commission to select five school districts to participate in the pilot program. Each of the districts may nominate up to 5%, but not less than 2%, of its teachers to participate in the program. Selections are to be made by March 31st for the following school year. In addition to regular teaching responsibilities, some of the duties of the master teacher are to include serving as a demonstration and helping teacher to other teachers in the school; serving as an advisor to students; working on curriculum analysis and development; and assisting new teachers.

Under the bill's provisions, the State is to pay each master teacher an additional \$5,000.00 in salary for each school year of employment in the pilot program.

ASSEMBLYWOMAN MILDRED BARRY GARVIN (Chairman): Good morning. I would like to thank those of you who are here to testify on Assembly Bill 2170, sponsored by Assemblyman Joseph Palaia. I would especially like to thank the Governor's Office, which is represented this morning by W. Cary Edwards. Mr. Edwards, it is nice to see you; welcome to East Orange. (indicates upper-level seating area) I don't want to sit up there; that is the hot seat, and I don't like hot seats. We are going to listen to a few comments from Assemblyman Palaia before we begin taking testimony.

ASSEMBLYMAN JOSEPH A. PALAIA: Thank you, Assemblywoman Garvin. My comments will be brief. We have public hearings in order to hear from the public; that is what they are all about. I am anxious to hear what everyone has to say, not only today but also at next Tuesday's hearing at Monmouth College and the following Tuesday in South Jersey. At that time, Assemblywoman Garvin and members of the Assembly Education Committee will review comments that have been made and decide in which direction our constituents want us to go. My mind is open today, and I am most anxious to hear your testimony. Thank you, Assemblywoman Garvin.

ASSEMBLYWOMAN GARVIN: I would like to introduce another Committee member, Assemblyman Ben Mazur. We take great pride in the fact that, as a Committee which deals with educational issues, we consider ourselves the most democratic Committee in Trenton.

ASSEMBLYMAN PALAIA: I second that.

ASSEMBLYWOMAN GARVIN: My colleagues from both sides of the political aisle try to deal with the contents of the issues and how they affect children.

John White, my aide from the Office of Legislative Services, is in charge of calling the speakers in the order already committed. Mr. White:

MR. WHITE: Our first witness this morning will be W. Cary Edwards, Chief Counsel to the Governor:

W. CARY EDWARDS: Good morning, Assemblywoman. It is particularly good to see you this morning. I wish you would hurry back to Trenton and harass me a little more. I miss your words of wisdom and your counsel in many circles.

On behalf of the Governor, it is a pleasure to be here this morning to talk about a program he feels is very important. In September, 1983, when he addressed both Houses of the Legislature and laid out his blueprint for education, one of its components was the concept of the master teacher program. A Commission was subsequently formed, and it has now issued a report. The embodiment of that report and recommendations thereof are contained in Assembly Bill 2170, sponsored by Assemblyman Palaia.

This is one of the more difficult issues that education has attempted to address for decades; it is not a new concept but it is an important one. The Governor strongly believes that the concept of individual reward for superior performance or ability in the teaching profession has been lost in the educational community. There is a recognition that the teaching profession is not held in the esteem it should be in the State and, perhaps, the nation.

All of us are here today because we have been taught by good teachers; what we are and what our individual abilities are is the result of hard work by dedicated people. To a large extent, a number of these teachers do not receive the recognition they so justly deserve. The master teacher concept, however, goes beyond the recognition of quality work and quality performance that seems to be lacking within the monolithic world of the teaching profession that has evolved over the years. The master teacher concept proposes taking that quality and communicating it to others in the profession, in order to expand the capacities of all teachers by using the capacities of those who are gifted and talented.

In recognition of the need to raise the level of recognition of the teaching profession and the quality of the most outstanding people in the State, the Governor recommended a master teacher program. Without him or the Department of Education designing the details, he tried to put together a Commission, so the program would be effectuated in the most efficient way. Each of us has our own pet projects and pet loves in government. For most of you, it is education; that is why you get involved; that is why you are on this Committee. Governor Kean sat there for the same reason. Education

heads his list of personal priorities, likes, and desires. The other day, for example, he scheduled a 30-minute meeting with Commissioner Saul Cooperman to confer on educational issues; the meeting wound up taking four or five hours. For the Governor to spend that amount of time on one of the hundreds or thousands of issues he is faced with indicates his dedication to education.

In approaching the problems that face excellence in education, the Governor, along with Saul Cooperman and this Administration, has not attempted to impose large, costly, complex solutions on the entire educational system. He has tried to see where the problems lie, develop a suitable program, then see whether the program will work before we impose it down the line. Oftentimes, in State government, we impose things on the local school districts, municipalities, and counties. This is not unlike that.

The Commission has recommended and the Governor has endorsed this pilot program. It is a way of taking a look at an issue that is controversial in implementation, though not in philosophy. The rewarding of excellence in one's job is of primary consideration — and that concept applies to anyone involved in any kind of work, whether it is us in State government or you in the Legislature. I was pleased to have been selected as one of the 10 best legislators one year. I cherish that more than any other award I have received. Teachers feel the same way; yet we have no system for recognizing those gifted, talented professionals.

The master teacher concept has a triple benefit. It recognizes the master teachers as individuals, provides an incentive to others, and points out to the general public that we have excellent teachers with the capacities to teach our students. In short, the master teacher concept enhances the entire profession and the standing thereof. This will, in turn, enhance the classroom standing of every teacher in the profession. The goal, then, as we see it, is an important one.

Why do we need Assembly Bill 2170? The Department of Education has the capacity to implement this program unilaterally; it is a pilot program recommended by the Governor's Commission. The

issue, however, is far too important to leave to the unilateral judgment of the Governor or the Executive branch of government. We think it is fine that the State government, in its totality -- the Legislature, the Executive branch, the professionals within the Department of Education, and the Governor's Commission -- has put the master teacher pilot program together and is giving this kind of credibility to the public and the teachers who will be participating in the pilot districts. It is paramount that it not be thought of as just be another pilot program floating around after being implemented by the Department or Executive branch. That certainly would not give it the kind of credibility or attention we believe it deserves.

The results of the pilot program -- from the five districts and teachers who will be chosen from them -- will form the basis upon which the Legislature and Governor will have to address the larger issue of the recognition of master teachers, or however you want to define them. This program will result, I think, in its implementation, maybe not exactly in the way it has been put forth in the pilot program, but in such a way that the Legislature must join with the education community in this State to recognize, in dollars, the performance and responsibility of our master teachers -- those who are gifted and talented, either through sheer dedication or raw ability -- in our school systems.

Not to have the participation of the Legislature would diminish and demean the quality of the goal for which we are striving. As a former legislator, I believe it is too important an issue not to establish for the record that the goals we are trying to achieve through this program are important, laudable, and necessary. The capacity of the individual school districts to implement the program relies on the support of not only the teachers or administrators but also the entire education community in each district. There must be a cooperative effort if we are going to properly recognize master teachers in a fair, just way and then use those master teachers in each district to improve and enhance the quality of education for all students.

We talked about money, minimum salaries, teacher certification, and all kinds of programs; however, I know of nothing more important than keeping our best teachers in the classroom, rather than moving them to positions of principals, administrators, and business administrators -- which are the only forms of upward mobility they have. Keep them in the teaching system, so the product we are talking about -- the education of our students -- is the best we have to offer. This is not necessarily the case today, when the best teachers we have to offer often leave the classroom. They may not leave the world of education, but they leave the classroom. And in some cases, they leave the entire education community.

The master teacher program is a way of providing an intangible award -- something other than just dollars -- to those teachers who are the best we have to offer, to keep them in the classroom, working with students and other teachers, helping resolve particular problems.

There is nothing the Governor feels is more important than the bottom-line product we will be delivering in our educational system over the next two or three decades than the recognition of our master teachers. The Governor will fight for this program right down to the bottom line; he will fight anyone who opposes it; he will fight anyone who wants to bureaucratize it; furthermore, he will fight anyone who wants to provide recognition for those who are not master teachers. I have talked with him extensively. During part of the four-hour meeting, which I mentioned earlier, I listened to him expound on this very principle about which he feels so strongly.

I commend you for having these public hearings to listen to what the public has to say. The issue is far more important than the the Governor, the Commissioner of Education, the members of this Education Committee, or the Legislature. What we do today will forge a foundation of stability for the teaching profession in New Jersey.

Thank you again for the opportunity to be here this morning to address an issue about which the Governor and I feel is vitally important, and one which I know all of you feel is urgent, or you would not spend your time on these three public hearings. I will be happy to answer any questions you may have.

ASSEMBLYWOMAN GARVIN: Thank you for taking the time to pay your respects to the legislative process. One of the problems I have concerns a program that has been implemented without benefit of the legislative process. That is a fight, as you know, toward which I have always had a little sensitivity. I believe things should come through the legislative process, even though some things are administrative by nature; they receive a broader airing when they come through the legislative process. Thank you for coming today.

MR. EDWARDS: We -- I, as a former legislator, and the Governor -- agree with you. Thank you.

ASSEMBLYWOMAN GARVIN: Are there any questions? (no questions) Thank you again.

MR. WHITE: Our next witness is Walter Troisin, Chairman of the Governor's Commission on Master Teachers:

WALTER TROISIN: Good morning. I appreciate the opportunity to come here this morning. I want to thank you for allowing me to speak early in the program, so I can get on with my day's business.

There are a number of points I would like to make about the Commission's recommendation and about A-2170, which parallels our recommendation.

First, I want to re-emphasize that the master teacher program is a pilot program. It is an attempt of modest scope to give the principals a chance to measure its potential effectiveness before wider application is made; furthermore, it is an attempt to foster teamwork on the part of the participants. Five districts out of 593 throughout the State would be allocated to participate, as I understand it, through the proposed legislation.

Second, and equally important, the program would keep the good teachers in the classroom. Other forms of career advancement have virtually always taken people from their professions, whether it is in business where, sometimes, the best toolmakers and craftspeople must move into management to get ahead, or in education where, traditionally, teachers have had to move out of the classroom to advance. The master teacher program would keep the best teachers in the classroom where their talents would continue to benefit the children.

The "eleventh month of employment" provision was carefully considered by the Commission. It would allow master teachers to concentrate their efforts toward improving the districts' educational and instructional programs. That, we feel, is a key point. And again, the thrust of this recommendation is to improve, enhance, and recognize excellence in education.

A third aspect, which the Commission feels is very important, is a proposal based upon cooperation and teamwork: a joint commission composed of members of the boards of education, administrators, and teachers. It requires cooperation. While this may not be possible in every district, it certainly would be productive and could provide a model for other districts where this cooperation is possible. This, we feel, is a very important -- and often missing -- aspect of our educational world.

This is a teacher-centered program. It recognizes that lasting instructional improvement must include and be guided by the practitioners -- the teachers themselves. Teachers would comprise the majority of the local selection committee and would select a master teacher from among their colleagues. Master teachers would make commitments to the improvement of education and professional mutual support which is so important.

Fourth and finally, the master teacher program is only one of several approaches aimed at improving the quality of education. Each approaches the different facets of this complex issue of educational quality in unique ways: the Academy for the Advancement of Teaching and Management that has been recommended by the Governor; teacher certification reform; a minimum starting salary of \$18,500; and recommended seniority regulations. Each of these approaches should be given the chance to demonstrate its potential effectiveness. There is no single solution. The master teacher program is only one piece of an orchestrated blueprint drawn up to ensure improved excellence in education.

As the Chairman of the Governor's Commission, I assure you this was a recommendation that was carefully crafted by representatives of not only business and the public but also the teaching profession.

Teachers made some very responsible contributions to this program. We approached the task of developing a recommendation with our objective being a pilot program that had the best chance of succeeding.

As a parent, citizen and businessman, I plead with you to do whatever you can to support this program. We must recognize excellence in our teachers; we must provide them with the incentive to remain in the classroom; we must provide the very best for our children; finally, we must get away from allowing the lowest common-denominator to determine the level of education for our children.

Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you. Are there any questions? (no questions) Then I have a question and, I guess, Mr. Troisin, you have more knowledge than most people on the development of this bill. In the selection process, when we refer to the Administrative Procedure Act, is affirmative action included? I am referring to page 3, Section 10, line 2. Do you know if the Administrative Procedure Act includes affirmative action?

MR. TROISIN: Are you talking about line 10-E, where it says--

ASSEMBLYWOMAN GARVIN: (interrupting) Paragraph 10, line 2.

ASSEMBLYMAN PALAIA: It says, "The State Board of Education shall adopt rules and regulations in accordance with 'Administrative Procedure Act,' P.L. 1968," et cetera, "to effectuate the purposes of this act." The question is, and I think possibly what it probably means--

MR. TROISIN: (interrupting) I will defer to Jake Piatt.

ASSEMBLYMAN PALAIA: All right. Dr. Piatt or someone from the State Department of Education. I thought they could handle it.

ASSEMBLYWOMAN GARVIN: All right; thank you.

MR. TROISIN: I would hope so.

ASSEMBLYMAN PALAIA: They had better. (laughter)

ASSEMBLYWOMAN GARVIN: Thank you so much.

MR. WHITE: Our next witness is Jake Piatt, the Deputy Commissioner of Education:

DR. JAKE PIATT: Good morning. Thank you for permitting me the opportunity to speak to you on A-2170. I would like to preface my comments by stating that I speak to you in three respects: First, I am here as the Assistant Commissioner in charge of Executive Services; in that role I was asked to serve on the Governor's Commission for Master Teachers; last, but equally important, I have been an administrator for 19 years in public education.

Cary Edwards has said, and I want to reiterate: It is absolutely essential that the Legislature support something as significant as the master teacher program. I hope to evolve that position in a few minutes. I would like to share with you some of the experiences and attitudes that were established from that study group, because it will give you both a perspective and complement to the language of the bill, which are directly interrelated.

As a Commission, the first issue on which we had to decide was whether we wanted a merit plan for teachers. We dealt with that directly. After looking at a number of existing plans from across the country -- career-ladder and mentor plans, as well as various and sundry forms of master teacher plans --- and after examining the research thoroughly, we made a conscious decision that we did not want a merit plan. Now, one would define merit pay as a celebrated amount of dollars given to an individual for increased or excellent performance in a role to which they were assigned. Thus, we made a conscious determination that we did not want a pure merit plan, as so defined. The research, in that respect, warranted more consideration, time, and planning than the Commission wanted to get into, in terms of a new proposal or project in our State.

Instead, we wanted to do a couple of other things. First, we wanted to recognize outstanding individuals who were performing in the classroom; second, in doing that, we wanted to ask them to go above and beyond what their teaching roles would normally require. Thus entered the 20-day additional requirement, or the "eleventh month," if you will. For performing those additional services and duties, a stipend of \$5,000 would be awarded. The primary point is that we are not talking about a pure merit plan, despite suggestions to the contrary.

It is in no sense of the term, "merit," where there is no additional work requirement but simply additional dollars for work performance above other individuals in the same capacity.

Having determined we were, in fact, interested in recognizing outstanding teachers equally, as was pointed out by the Chairperson of the Commission, we wanted to absolutely ensure that those people did not, in fact, leave the classroom. We wanted to ensure that for a number of reasons and a number of years, many teachers, whether for a higher economic base or whatever, would not leave the classroom to assume more lucrative roles. We did not want that to happen, and we felt that was one of the initial complements of the master teacher program.

Master teachers would have skills that could be shared with new teachers. They would serve as role models for their own peers, sharing their talents with them through different methodologies. Moreover, master teachers would serve as models for children, assisting them in a sundry of ways in the academic setting. These master teachers would be willing to put in additional time and effort that, really, should be worth additional revenue.

In effect, more important than the revenue, it is time to begin to set in place one of the initiatives which recognizes the merit and importance of teaching. Let no question exist in your minds that administrators can and should lead and, hopefully, impress on their teaching staffs the importance of technique and method. When the door closes and the teacher stands at the head of the class, the classroom is that teacher's turf. If the proper impressions have not been made prior to the closing of that door, then, in fact, the odds are that instruction may not ensue in the manner in which we would like — the manner of excellence. Yet, that door closes everyday; teachers and children get into the magic of learning; and ultimately, excellent things happen. In the past, we have not found ways, essentially, to recognize this. The master teacher plan does just that.

The Commission defined the proposal and spent a number of months in a give-and-take, which is always healthy in an organization of that type. It represented all of the people with vested interests

in the organization of education in our State -- members of school boards, teachers, their representatives, and administrators. We looked at the entire concept of the proposal that was designed to achieve exactly what Mr. Troisin outlined: to keep teachers in the classrooms, to recognize that the potential merit of the skills which were responsible for their being named "master teachers" might play a role in improving some aspect of learning, and to set themselves as models for their colleagues -- new or peer -- to emulate.

We defined it; we agreed unanimously upon it; then we submitted it to the Governor in good faith, believing those months of give-and-take -- which were, in some instances, tense but healthy -- because we were trying to match the needs and desires of the complexity of the Commission it represented.

Moreover, we wanted to make sure that teachers played a major role in the peer-selection process of the master teachers -- and that is precisely the recommendation made by the Commission: when the master teacher was selected by a committee, it would include, in fact, a simple majority of teachers. We wanted it to be a joint effort. We were not interested in debating at the local level. We were interested in trying to design a plan that would say to board members, teachers, and administrators, "Collaborate -- join together. This is an opportunity to recognize the merits of outstanding performance in teaching, so do that. The proposal will assist you in that process." In fact -- and you would have to agree as a group -- it was a proposal worthy of submission for consideration by the selection committee. That is another advantage in the report that was submitted to the Governor and is characteristic of the bill.

In the end, we had the best thinking of a lot of people on a way in which we might begin to enhance the essence of teaching and recognize the number of people in our school districts who, year after year, perform in an excellent fashion and yet, who, in many instances, never become recognized as master teachers.

There is no one in public education who could deny there are teachers who have by their performance indicated, to administrations and boards of education, unusual skills. They have, in fact, been

employed in different settings and paid additional money to perform in curriculum design and development and provide leadership roles. The master teacher concept enhances that informal process to the level of recognition whereby those individuals are designated as master teachers who, in fact, should be recognized by a formal plan, such as the one being reviewed by this Committee, which is representative of the language of A-2170 and the Commission's report.

This allows us an opportunity -- with other initiatives -- to continue the effort to enhance teaching which, in effect, must resolve itself to the improvement of children in the classroom setting. We did not get the type of participation for which we had hoped; that is clearly understood; it is a matter of fact. There were a number of reasons for this. More importantly, we received a sufficient number of proposals to allow us to look at the possible piloting of this plan. This was another wise decision, in my opinion. Rather than broadbasing and running at this on a full-steam-ahead basis, we decided to carefully pilot it. We elected to look at its advantages and disadvantages, the pros and cons, if you will -- how it is working -- then make adjustments over the three-year period. In the end, we can make a judgment based upon the merits of its expansion to a broader base within the State.

Of those who submitted proposals, I have selected one cover letter to share with you. It reflects the thinking of many people who, in fact, have chosen to participate, or be considered for participation, in the pilot. Without recognizing the district -- that is unimportant -- it says that "the proposal submitted was the result of the efforts of the administrative and teaching staffs," and that this district is "most eager to be involved in the three-year pilot master teacher program which was announced on July 27, 1984." The letter goes on to say that they "see this as an opportunity to continue the cooperative spirit and activities generated by the requirement that the major education of constituencies support the proposal." Additionally, they "view with anticipation opportunities for revitalization, sharing, curriculum research, expanded development, and experimentation." This cover letter reflects one of the hopes of the

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Commission: that teachers, administrators, and board members could sit down and, as the result of an initiative such as this, generate the enthusiasm which, in my opinion, will eventually overflow in a positive way onto the learning process in the classroom. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. Are there any questions?

ASSEMBLYMAN D. BENNETT MAZUR: Yes. This proposal makes reference to the determination that the selection committee would include a majority of teachers -- a simple majority, meaning one. Well, who chooses the selection committee which, in turn, makes the recommendation? Who determines its members? Which teachers in the school system will serve on the selection committee?

DR. PIATT: It is the joint, collaborative effort of the superintendent, board, and teacher organization. They will define the composition, which may vary in size from district to district. By way of illustration, they will first decide how large the committee should be. If they agree it should be 10 persons, then they must next decide -- if the simple majority is to be teachers -- whether it should include principals or supervisors. Eventually, they define the composition according to the numbers they establish, and that can vary. The answer to your question, then, is that it is a collaborative effort between the board of education and the teacher organizations: first, by definition of number and size and, second, by composition. As I said, the simple majority could be teachers, principals, supervisors, chairpersons on the secondary level, or guidance counselors. Using the generic term, it could include pupils or personnel directors; it could mean any one of a number of people.

ASSEMBLYMAN PALAIA: Excuse me, Ben. Dr. Piatt, isn't it true, to pursue this a little further, that the teachers would be chosen by the local teacher associations?

DR. PIATT: Yes.

ASSEMBLYMAN PALAIA: It does not spell it out, Ben, but that is why we have public hearings. There are a lot of terms within the bill as it is written that must be more specifically defined. And you are absolutely right, Ben, about what you are saying. Those are the things we want to redefine; that is why we are having these hearings.

Your question is well taken. They are chosen by the local associations and are not handpicked by the boards of education; I didn't want you to get the impression that the boards pick them.

DR. PIATT: No.

ASSEMBLYMAN MAZUR: It would be self-defeating otherwise. As a college professor, I am familiar with promotional activities and procedures that are used at the college level to create and move people through the ranks.

DR. PIATT: That is a good point. And the flavor that I tried to relate, as a final response, by virtue of the fact that the committee continuously said in its design, "Look, we do not want a proposal that eventually leaves the image of what is often referred to as the 'good-old-boy' attitude, whereby the administrator selects his choice people and, in effect, controls them from that standpoint." To the contrary, that is why we insisted upon the simple majority being teachers.

We wanted a pure identification process. It would defeat its own purpose to have the selection handpicked. I am confident the proposal submitted would not have been selected by the organizations representing teachers. I am certain, therefore, that resolution would be the approach that would best allow them to select the people they want to serve on the committee, who would then have the difficult task of selecting the master teachers.

ASSEMBLYWOMAN GARVIN: I just have a couple of questions, since you are so informed. Are we talking about the selection process, even though it would take place in-house? What would happen if you had a teacher organization that was interested and a board that was not? Or vice versa? In your deliberations, did that kind of discussion come up?

DR. PIATT: Again, that is a good question and, yes, it did. To first answer your question, the proposal would be invalid. We received proposals — whether it was due to frustration or whatnot — that included the signature of either the teacher organization or, in one instance, the board of education. More often than not, we had to send the teacher organization a letter to thank them but tell them

their proposal was invalid, because an absolute rule was that all three had to agree: the president of the teacher organization, the president of the board of education, and the superintendent of schools. Again, we insisted upon that collaborative effort. So the answer, Assemblywoman Garvin, is that the proposal would have been invalid, because it would have defeated the intent of the collaborative requirement. That occurred and, when it did, we simply had to disqualify those proposals.

ASSEMBLYMAN MAZUR: You must understand that all avenues were trying to be addressed in an attempt to bring about the collaborative effort. The idea that "teachers don't want it, so we can't have it" is divisive to what we are trying to attain.

DR. PIATT: Yes.

ASSEMBLYWOMAN GARVIN: Yes, but let's now take it to the other side of the court. What if the board does not want it and teachers somehow— I am a co-sponsor; I support the concept; however, I believe in public hearings so we can address some of the issues. Within the five districts selected, would there be an opportunity for the teachers to impact on other districts that, perhaps, chose not to participate? I am thinking of the Academy; I am totally supportive of the Academy. This will impact upon it, and I want the Academy to play a role in the advanced training process, if you will.

DR. PIATT: Sure. Let me answer in two ways. First, the Commission, in its wisdom — and I supported them on that -- decided one of the possible options for a master teacher would be to participate in the Academy, to create a linkage between the initiatives. It serves no good purpose to suggest a number of initiatives that take different or isolated paths. It is important to show the logical interrelationship that could occur between a master teacher and the Academy for the Advancement of Teaching. In the actual proposal, that is one of the options a local board of education could consider.

Second, in the evaluation process, master teachers are assessed by their immediate supervisors, and that is the way it should be -- separate from their normal roles. Their full-time teacher roles

would be separate. The county superintendent of schools, however, must evaluate annually whether the suggested proposal has met its intent. The superintendent must decide if, in fact, they did what they said they were going to do. That creates the option for networking outstanding achievements through the master teacher pilot plan to the county and regional curriculum centers. For example, if district "A" performed very well in a specific pilot, the results of this performance should be shared with others. Our curriculum resource unit should and could be sharing this with others, because the perfect network is the result of the actual evaluation conducted by the county superintendent.

So, to answer you again, by virtue of the option to participate in the Academy, as well as the county superintendent looking at the program and identifying outstanding things happening through the pilot plan and sharing them with other districts which may not be participating, you begin to see that it can spread to other districts which -- for whatever reasons -- are not participating in the pilot. It should be sharing achievements through such a concentrated approach, not only to recognize master teachers -- it is not just a recognition -- but also to pull from those people the skills which were responsible for their identification as master teachers and which, ultimately, led to the enhancement of some aspect of learning.

ASSEMBLYWOMAN GARVIN: Thank you. I just want the record to show that I take exception to the word "option" only because I really support the Academy. We need the Academy. If we decide to take this route, I don't know whether we should we give that person the option; maybe it should be required to ensure that a broader segment of the education community will profit by the effort. Thank you.

DR. PIATT: Thank you.

MR. WHITE: Please excuse the mispronunciation, and I ask the indulgence of our third speaker, Joyce Schmappauf, who represents the New Jersey Education Association:

JOYCE SCMAPPAUF: Thank you very much for allowing me to be here today. I am from Ridgewood, which has the largest school district in Bergen County. I would like to give you a little background on what we have done with the master teacher proposal.

The superintendent of schools informed me that he would apply for the proposal and a committee of 13 people, which would include seven teachers. Work began on the proposal, and when it was finished a copy was given to each of the 378 teachers in our school system. They examined the proposal for 10 days. It received an extremely fair hearing; there were meetings held at every school building to discuss the proposal, and when it was time to vote at our representative council meeting, it was unanimously voted down.

I would like to share with you some of the reasons we voted the proposal down. We really felt the State's proposal was more destructive than constructive. The word that stood out the most to all of our teachers was "divisiveness." Among the teachers was the fear that this was going to be a very divisive proposal. They also felt the proposal would be demoralizing to those among them who already do what the master teacher would be expected to do.

In the proposal — page 7, chapter 3 — it says that "master teachers must exhibit a willingness to share their skills and abilities with colleagues." Then, a little further down the page, it gives examples of things master teachers will be expected to do. It was our feeling, and our teachers' feelings, that we already do these things. We all read in our subject fields; we all conduct research; we all serve as mentors to students; we all conduct workshops for other teachers.

That list was composed of things we feel teachers already do. To have only 5% chosen, we feel, would be demoralizing to teachers who are already performing the responsibilities of the master teacher as indicated in the list. We feel this proposal has a potential for undermining relationships, collaboration, and sharing which now exist. If the teacher across the hall from me were made a master teacher, that would put us on a little different level.

We also have some fear that, even though there is a simple majority on the selection committee, politics would be involved in the selection process. It was strongly felt that the most aggressive, available teachers — not necessarily the most able — would be the recipients.

Let me give you an example of a first grade teacher, and I think anyone who has anything to do with education would realize that two of the first grade teacher's most important jobs are the welcoming to school and teaching to read of young children. First grade teachers spend 10 full months working with 26 or 27 children, teaching them to read and making them love to come to school. By the end of 10 months, these teachers need time to reflect and reevaluate their programs and decide what they are going to do next year. I know a teacher such as this. She needs that time; she does not want to work an extra month; she would not apply to be a master teacher -- but she is one.

Teachers also are sure there would be conflict within the school community for assignment to the master teacher's classroom. We now have parents who want to choose the teachers for their children, particularly at the elementary level. If there are only a few master teachers in each school -- or just one -- there is a strong possibility parents will want their children taught by the master teacher.

In addition, we feel the reputation of many other teachers -- 95% of us -- would suffer, because we might not be designated master teachers. What would that do to the feeling the community has about us and the feeling we have about one another? Ridgewood's proposal stated several teacher needs. For example, it proposed time for teachers to develop and digest practice-teaching techniques before they implement them in the classroom. That time really is needed. Ridgewood and the State, we feel, would better recognize quality staff and promote exemplary professional practice by giving the entire staff "release time" -- unstructured professional days -- to accomplish these things. Give the districts money to improve the professional development program for the entire staff without naming a few master teachers.

Finally, our staff agrees teachers should be recognized for quality work -- both honorific and monetary. This proposal, however, even in the pilot stage, is too narrow, too subjective, and too unrealistic. It does not offer recognition for a job well done, but demands one to do more; it rewards quantity, not quality. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. Do you mind if I call you Joyce?

MS. SCHMAPPAUF: No, I don't mind.

ASSEMBLYWOMAN GARVIN: I assume you represent NJEA; is that correct?

MS. SCHMAPPAUF: I was asked by NJEA to come here today. I am president of our local association.

ASSEMBLYWOMAN GARVIN: In NJEA's review, other than what you have presented to us, have they made any recommendations they feel would make this bill acceptable?

MS. SCHMAPPAUF: As I just said, some of us feel the need to be honored. I listened to someone today say that we cannot keep good teachers in the schools. I think that is less a problem than getting the best teachers into the schools to begin with. I would certainly like to see the money spent to upgrade, particularly, beginning teaching salaries, rather than used for the master teacher program. I think NJEA would agree.

ASSEMBLYWOMAN GARVIN: I read that in an editorial. I just wondered if that decision was etched-in-stone. And, I wondered, after reviewing the field, if there were any recommendations for possible amendments. That is why I asked the question. Thank you very much.

ASSEMBLYMAN PALAIA: May I ask a couple of questions? Joyce, my background, by the way, is that of an elementary school principal for 33 years -- kindergarten through fifth grade -- so I can relate to what you are saying, some of which is absolutely true. Parents are going to want a particular type of teacher; I have been through it, as have, I am sure, a lot of administrators. When you say all of our staff is working on grade level or all of our staff is reading, you must then ask, "but to what degree?". They may be, Joyce, but it is the teacher who puts forth the extra effort that we are looking for as a master teacher.

I understand what your staff is saying. When the bill was drafted, I knew there was no perfect bill. There absolutely is not. I fully recognize that part of the bill might be a problem in some districts; in other districts, it might not be. You say, however, that parents are going to want a particular teacher. Let me just say this: You are selling the parents short. You or I could go to any parent and

ask who the best first grade teacher in their children's school is, and they could tell us; we could ask who the best second grade teacher is, and they could tell us. Ninety to 95% of the parents know who the master teachers are in our schools. It doesn't take any big-shot administrator or board or anyone else to tell you who the master teachers are; it is obvious to everyone which teachers put forth the extra effort.

I fully realize that as a unit -- as a group within Ridgewood -- you have done it in a democratic process. I commend you for that. If that is your decision, that is fine. According to the way the bill was written, however, and the way the Commission has sent it out, if you do not want to participate, you don't have to. That is the nicety of the whole thing. As Mr. Troisin said, if all three bodies -- the administration, the board and the teachers -- don't agree, fine, no problem. We will go on to something else. We are only talking about a three-year pilot program. I don't think the whole world of education is going to fall down around us in those three years.

We are trying to upgrade it, and I think that is why it disturbs me when people say they are all doing their jobs. They are all not doing their jobs. Whether you want to believe it or not, Joyce, they are not. They are, to degrees. You have teachers in your building, as I have, who don't do as well as others. Your points, however, were well taken; I could not argue with many of the things that were said.

ASSEMBLYWOMAN GARVIN: Thank you.

MR. WHITE: We will now hear from Dr. Harry Galinsky, a member of the Governor's Commission on Master Teachers:

DR. HARRY GALINSKY: Thank you. I appreciate the opportunity to address you on this issue, and I feel fortunate that my remarks are keyed to my predecessor's comments. I am Superintendent of Schools in the Morris School District; I am also President of the New Jersey School Administrators. I am here to talk, really, about my role on the Commission.

It was deja vu to hear the President of the Ridgewood Teachers Association speak, because the Commission had the opportunity

to hear that point of view. The Commission was composed of a broad representation from around the State, including the Presidents of both the NJEA and AFT. There was not an objection raised today and there will not be one raised at other hearings around the State that was not raised during our deliberations. And this was healthy, because it helped shape our proposal. We were faced with developing a model. And objection after objection was raised. At every juncture of the development process we were confronted with: "It won't work because...; it won't work because... ."

We finally asked what it would take to make it work. It was said that the selection process would be political. How do you deal with that? By making teachers the majority of the selection committee. But, then, it was asked, who will pick the teachers? Let the teacher associations make that selection. It is important that you listen to the testimony and understand that the model finally recommended to the Governor was a model which, we felt, could work. It did not blindly ignore the realities of what would take place in the various school districts.

Certainly, teachers are concerned about the selection process; certainly, they are concerned about the fairness of the process. How do we deal with the issue of criticism, once a master teacher has been identified? Parents will then want their children taught only by the master teacher. I was pleased to have you say that. There is not an elementary school principal in this State who is not confronted in September -- or in June, if it is known in advance who the first grade teachers will be -- by parents who want their children in a particular teacher's classroom. Everyone knows who the "master teacher" is. The notion that the placing of this magical nomenclature on an individual designating them a master teacher will somehow send a signal to the parents who the good and poor teachers are, in my opinion, just does not wash. That is reality. People today know who the master teachers are.

Then there is the provision whereby only 5% of the teachers will be chosen as master teachers. It is fully recognized that the remaining 95% are equally valuable and, in many cases, better teachers

than those who will be selected. There is a voluntarism involved here. There are master teachers who will choose not to spend an extra month in these activities. That particular recognition will diminish the business of, "I could have been a master teacher, but I look forward to my summers for a variety of reasons; therefore, I chose not to apply." So, the psychological basis of the issue of "divisiveness" is not as dominant as you may be led to believe.

The final product was similar to the final product of the legislative process. When a bill is proposed in the Legislature, the initial draft is rarely what emerges and is signed by the Governor. It is pounded and shaped, just like a contract. It may not be exactly what we want, but it is something we can live with. If you look at where the authors of this particular bill are coming from, you will see they are from corporations and every major educational organization in the State, including the PTAs. That particular proposal is not what each individual might have conceived it to be. We studied proposals from across the country -- Tennessee, Florida, California -- all of which ignored the legislative process. There were leaderships in those states which decided they were going to have it, despite the lack of support.

In New Jersey, we want a model that can flower and flourish, even though we may have to compromise on the strategies of how to get it. It is a concept that has finally come to light; it is critical. I read a recent article, the title of which is absolutely devastating: "Will the Last Teacher Please Turn Out the Lights?". The article predicts we will no longer -- as is happening right now -- be able to attract the finest minds and most dedicated people in the country to the teaching profession. The evidence is there. We have flourished in this country for many years by attracting, particularly, the brightest females into the teaching profession. Now they are going to medical, law, and graduate schools. They are not choosing teaching. Money is not the only issue: it is the fact that individual excellence is not recognized; it's opposed by teacher organizations -- not by teachers, but by teacher organizations.

I think that is one of the major issues separating teaching from becoming the profession it truly deserves to become. This bill, which in many ways mirrors the Commission's recommendation, offers the opportunity to bury the myth that is out there -- that it can't work. Here you have -- or will have, in this particular case -- five districts which have been able to get the administrations, the boards of education, and the teacher associations, to enthusiastically look at the opportunity to try a new concept, to take a little risk in order to provide excellence. And I agree that we need a legislative enactment. If we have success, and I predict we will, we can formalize the process. Fear about what is going to happen will disappear, I believe, because there is a component of an independent evaluation process built into this process. These particular pilot programs are going to have to be evaluated by an independent authority, and that final evaluation will have to be weighed against the predicted chaos, dissension, or divisiveness. I just don't think it is going to happen. I think we have a valuable opportunity to see a breakthrough in education. The climate is right. I urge all of you to support the bill. I think we need it.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Galinsky. One of the purposes of these Statewide public hearings has to do with possible amendments. You made a statement I would rather not deal with, as far as the legislative process. You separated teachers from teacher organizations. I am one of the co-sponsors of this bill, but I think teachers have had, in our society over the past 10 years, a bad time of it, particularly with regard to assuming the responsibilities on which parents have given up.

Therefore, in the final review of this bill for possible amendments, we are sensitive to the role that teachers have had thrust upon them over the past 10 years.

The other statement I would like to make deals with the process of the Commission. Did it ever come around the table that, even though there have been a lot of women teachers, most administrators are men? How do we resolve this problem, so that certain people do not fear they will be left out once again? As a

minority person, I am very sensitive to people with those fears. In our in-depth review of this bill -- in Committee and in amendments if necessary -- we will take those kinds of things into consideration.

I do not think administrators should come across hard and fast with a statement that separates teachers from their organizations. That creates a problem. I am simply asking you, sir, not to create problems for us to resolve in the legislative process. Do you know what I am saying?

DR. GALINSKY: I hear you, but I think it is important for you to hear -- as these hearings are designed for -- that there is quite often a difference between an association's stand on an issue and the stand of individual teachers. Not every teacher will support their association's stand, philosophically or intellectually, although they will support it in action. And they should, because the strength of the teaching profession and its ability to make advancements is correlated with the teaching organization. I am not at all looking to divide it.

When a major teacher organization or a major administrative organization takes a particular stand, however, there can't be a belief that there is a 100% correlation between the people in the field and that particular stand. Despite strong recommendations not to participate, 10 or 11 districts with local teacher organizations joined it. That, I think, gives a very rewarding kind of feeling. I feel frustration because, as a member of the Commission and as a member of the selection committee, my own district cannot participate.

I look forward to the opportunity, maybe somewhere down the road, because in conversations with people in the district, there is a sense of excitement about it and a disappointment that my district could not participate. It has potential; and when teachers in the field and teacher associations see that their fears don't come to pass, then there will be broad support for it. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. Are there any other questions? (no questions)

MR. WHITE: Our next witness is Lois Jackson Tarr from West New York:

LOIS JACKSON TARR: My name is Lois Jackson Tarr. I am a chemistry teacher at Memorial High School in West New York; I am also a member of the NJEA Instruction Committee.

I am pleased to have the opportunity to appear before you this morning in opposition to Assembly Bill 2170. First, I question the need for a piece of legislation delineating the master teacher pilot program when, in fact, it has already passed the planning stage and is in full operation. It is my understanding that the legislation was needed for funding purposes, but since the money has already been appropriated into the budget and the deadline for submitting proposals has passed, the bill is neither timely nor necessary.

If the Governor and Commissioner felt the legislation was so important and necessary, then the legislation should have preceded the policy, not the opposite. All leaders in the education profession seek educational excellence and increased teacher salaries, but the master teacher concept is not the answer. It is an evasion of the problem of low salaries rather than a solution to the problem it seeks to address.

A plan for educational excellence should be one designated to promote cooperation, equity, and professional harmony in the academic workplace. A quota system, as outlined in this bill, defeats this.

In my district, teachers gladly share ideas and techniques that work well; teachers' rooms are full of chatter about how a new approach was tried; when these new ideas work, others are anxious to try them. I foresee this free flow of ideas coming to a halt if the district singles out a given number of master teachers to receive more money than others who are equally, or in some ways more, talented in their profession.

A plan such as this is a waste of State funds. Similar plans have been tried over the past 50 years by a number of states, and all have failed. Teacher-incentive plans, currently being tried in states like Florida, California, Arkansas, and Illinois, are hitting snags. It must be acknowledged, therefore, just how difficult it is to come up with a workable, productive plan. Such a plan has yet to be devised. NJEA is, therefore, in opposition to any form of master teacher or merit pay plan.

In closing, let me ask how you, as parents, would feel if your children were placed in the classrooms of "ordinary" teachers, when next door were classes where officially recognized "master teachers" were in charge of the learning process -- teaching the same material that your children have to master? We are no longer dealing with individual opinions but with the formal recognition of excellence. I doubt that you would be satisfied. I urge you to consider these arguments and ensure that all the children of our State are granted the best possible education. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. Are there any comments or questions? (no questions)

MS. JACKSON TARR: I would like to make one more point that is not in my written testimony. I teach in the district that was singled out by the State Department of Education as first in its Successful School Series for urban high schools. Parents have the best interests of their children at heart, and during this program there was a wave of parents from districts in the surrounding area who wanted to place their children in our school. Obviously, economics prevented this, as did State statutes. If parents are willing to pay to send their children to other schools that are recognized as first in their fields, the same concept will filter down to the classroom situation, whereby parents will want their children in the "master teacher's" class. Thank you.

ASSEMBLYWOMAN GARVIN: Okay, let me comment. That situation has existed in our urban districts since day one. Children, for example, try to come to Montclair or Orange by using other peoples' addresses. This concept is still going on and is a problem for local districts that have to support students from other districts.

MS. JACKSON TARR: In rebuttal, isn't it true that the same thing will happen within the school system if you recognize a teacher as "the best"? Parents are willing to cross district lines to send their children to "the best schools;" they want their children in "the best classes." When you truly recognize this, you will see where the problem lies.

ASSEMBLYWOMAN GARVIN: Thank you.

MR. WHITE: We will now have a 10-minute break.

(recess)

(after recess)

ASSEMBLYWOMAN GARVIN: We will now continue this public hearing. I would like to acknowledge the presence of the president of the East Orange Board of Education, Miss Ethel Richardson, who is in the audience. I would be remiss if I didn't thank her for honoring us with her presence. (applause)

For those of you who know me and those who don't, my legislative role has been so exciting. I am always thrilled to bring Trenton into local districts because I think you get broader participation. We don't always have all the public present because we still meet in the day when people go to work; however, this Committee has had night hearings. This may be a bill on which we might want a night hearing. But, I think the legislative process has to be expanded so that we can have broader participation. I would like to thank Ethel for the Board's hospitality.

Mr. White, you are in charge now.

MR. WHITE: Dr. Dreue Guy, Superintendent of Schools, East Orange.

ASSEMBLYWOMAN GARVIN: Dr. Guy, you may proceed.

DR. DREUE GUY: I do appreciate the opportunity to be able to be at the public hearing today for Assembly Bill 2170 and to be in the presence of Assemblywoman Mildred Garvin, Assemblyman Joseph Palaia, Assemblyman Bennett Mazur, and others who are assembled here today.

As Superintendent of Schools for the East Orange School District, I would like to say that I fully support the concept of a master teacher program. I feel that the concept, the direction, and the purpose are very worthwhile. I also understand that there are some people who have concerns about its implementation and what this would do regarding the division the teachers may feel among themselves. But I fully support the fact that we have many outstanding teachers who need to be recognized, that we have master teachers who could be

emulated, and that we have role models so that other teachers who are entering the field, persons who have been in the field, and others in the community can see the high standards of the staff that we have. I am speaking, not only for East Orange, but also for the nation. I am also speaking of other experiences I have had in other school districts.

I support the idea, and I also understand that it is a very difficult concept to implement. You have to be very careful that everything is developed in a way so it is not discriminatory and people do not feel that it is done in a subjective way. This is usually the crux of the problem and, I think, the concern most people have when they look at a program such as this. I daresay that these are some of the concerns that have been expressed by the teachers in the State of New Jersey.

I fully feel, however, that if this were put in place, the Department of Education would develop strategies, programs, and program guidelines that would minimize the subjective nature. It is also very hard to do in the field of education when you are dealing with a product that is not a hands-on kind of product and when you are dealing with the lives of students — their learning abilities and what is going to affect them now. The process of teaching is something that is not always tangible. I feel that, as we move in the field of education, we are certainly putting teaching into operational terms. I think if we look at it in that manner there are things that can be measured. Therefore, you could measure a master teacher. But, I understand the concerns. I feel that we need to look at it very seriously, that it needs to be very highly developed in operational terms that can be measured. Those guidelines would have to be specifically drawn up and implemented in such a way that there would be fairness for all staff.

ASSEMBLYWOMAN GARVIN: Thank you, Dr. Guy. We would also like to thank you for your hospitality.

DR. GUY: I'm glad to know that you are here. I'm glad that we have a beautiful day for you to be here.

ASSEMBLYWOMAN GARVIN: Yes, and I know you have a meeting and you can't stay. I think, as I said, our timing is such that we didn't get all the participation, but we have all the heavyweights here. Thank you.

DR. GUY: I am glad to be in good company. Thank you.

MR. WHITE: Several people have asked to be placed on the agenda on the basis that they have to leave immediately. They have asked the Chair to rearrange the order. There is really no order here; we have been trying to mix up the speakers on the basis of their roles and functions. So, the order in which I call the remaining speakers is going to be based on their request to leave immediately. It will be Joseph Del Buono, James Lerman, Russell Stanley, Edward Watts, James Clark, and Don Tarr. If anyone objects to that, or if anyone has to absolutely leave before we get to them, please let me know.

Joseph Del Buono:

JOSEPH DEL BUONO: Good morning. Thank you. You did well with my name.

ASSEMBLYMAN PALAIA: Yes, I coached him. (laughter)

MR. DEL BUONO: I indicated to the hearing reporters that I would send them a copy of my testimony.

My name is Joseph Del Buono. I represent 90 teachers in the Midland Park school district. We voted down the proposal — 48 to 37. The Master Teacher Bill A-2170 failed to pass in the Midland Park district for the following reasons. Some of them may be repetitive; however, it may be good to hear a continuing theme.

1. The plan discriminated against a number of professional staff members. Librarians, nurses, special education teachers, speech therapists, and compensatory education teachers were eliminated from due consideration. Teachers who perform extracurricular activities, like coaching sports, were also eliminated.

Teachers who would be qualified but have family commitments, such as an ill parent or a child being dismissed from another school or child care center, would not be able to take advantage of this plan.

Teachers on the elementary school level viewed this plan as favoring high school staff.

2. The 5% figure was arbitrary and capricious.

How would the governors throughout the United States react to a memorandum from the President of the United States stating that only 5% of them were superior and would receive "x" amount of Federal funds?

How would the legislators react to a governor who states that only 5% of them are "master" legislators and their districts would receive "x" amount of funds?

How would parents react to a teacher who states that only 5% of the class shall receive an "A"?

The 5% figure alone caused undue harm to the concept. The insinuation that 95% of our teachers are less than excellent is a terrible mistake.

3. The plan provided nothing for the educational system that it did not already have. Our district has done away with department heads. Teachers viewed the master teacher plan as a way to relieve administrators of their assigned duties. Midland Park teachers are paid for writing curriculum and for being demonstration role models for other teachers in and outside of the district. There were no student outcomes as a direct result of this plan.

4. There was a threat to good morale. The faculty resented the design of semi-administrators. The debate on the master teacher plan forced factions to surface. Those who favored the concept called those who rejected it "unprofessional." This became an ugly situation.

5. The simple term "master teacher" was stigmatizing. Teachers felt parents would want their children only in the master teacher's classroom. Student schedules would have to be arranged to meet specific demands. Would students who were not in a master teacher's class also become labeled?

6. The program was not presented as a career-growth opportunity. There are teachers who want and need horizontal growth, similar to that provided in industry. However, in industry there is greater flexibility and mobility for teachers to market their skills elsewhere. The teaching profession does not have that flexibility.

7. There should have been a clear-cut endorsement by the NJEA — the New Jersey Education Association. There are teachers who look to the State association for leadership. A State program should have had the association's blessing.

8. The program was viewed as a stop-gap response to negative public pressure. There are many needs in the public school system. The Rand Corporation found three basic needs to improve the public school system:

- a) Improve teacher salaries from \$20,000 to \$50,000 a year.
- b) Allow for teacher career growth.
- c) Allow for teacher input on decisions affecting education.

9. The plan was viewed also as a way to eliminate tenure. Teachers felt that other teachers would be "used" to evaluate and recommend continued employment.

In summary, the concept of the master teacher plan was wrong. A program like the Fulbright Summer Seminars or other fellowships or awards that already exist could have been implemented. This would enable those people who are qualified throughout the State to benefit.

Teachers negotiate master teacher salary guides in each new contract. Teachers must demonstrate to a board of education and their negotiation team why they deserve a raise. The increment, historically, was a merit raise for the master teacher. In some districts, teachers who justifiably do not meet a certain criteria do not receive an increment.

Midland Park teachers have hearing-impaired students mainstreamed in their classrooms. They alter their style of teaching to meet students' and interpreters' needs. We have physically handicapped students, with special classroom and social needs, bused from other towns in the county. We have accepted and implemented a standard teaching method, so that even a blind administrator can go into a classroom and know specific elements of instruction that are taking place.

These criteria do not mean we are better than others in our profession. It shows the basic nature of those within the profession. There is a lack of trust in the teaching profession due to the negative press. To change this, the following should be studied:

- a) Standards for teaching in all fields.
- b) A career growth within the teaching profession.
- c) Statewide salary guides and a reevaluation of the funding process.
- d) Binding arbitration rather than the ugly risk of strikes.

I have heard a number of items brought up; as an example, you mentioned the Academy. I know there has been some talk about the criteria for the selection process. I'm moving from my statement right now, but I will include it.

Regarding that Academy, it was very difficult for me, as president of the association, to deal with this problem. In our district there were some people who were chosen arbitrarily to go to the Academy; this smacked of the situation of favoritism for teachers being selected, not only for the master teacher program, but also for this Academy program. It was very difficult for me to ask why everyone wasn't given the opportunity to, at least, apply to the administration to go into the Academy. I believe there were four teachers who were chosen. Maybe you have to reevaluate how people are chosen for your Academy.

ASSEMBLYMAN PALAIA: May I ask some questions?

MR. DEL BUONO: I would be very happy to answer any questions that I possibly can.

ASSEMBLYWOMAN GARVIN: Thank you. Assemblyman Palaia.

ASSEMBLYMAN PALAIA: Mr. Del Buono, you mentioned the fact that you felt all the teachers were excellent. Do you really believe all teachers are excellent, Joe? Honestly?

MR. DEL BUONO: Yes, I believe the teachers are excellent; I think that they have to be.

ASSEMBLYMAN PALAIA: I know that they have to be. I agree with you there.

MR. DEL BUONO: It would be like asking, "Are all lawyers excellent?" But to say that only 5% are excellent, in the complex society by which we live-- A teacher is responsible for a variety of people in his classroom. We hold them to the highest standards, higher standards than in most other professions. And, they are not rewarded the same way. We talk about getting people into our profession. We all have children; many may have children who have already decided upon their careers. When the time came to sit down and talk about careers for your children, was teaching at or near the top of your list? People ask what they can do to have a nice lifestyle. What would happen if the teaching salaries increased from \$30,000 to \$80,000 a year? Would people who are the brightest, and the most creative, and the ones who might choose other careers then turn to education and say, "Being a teacher is at the top of the list also"?

I think we have a working mechanism right now for those teachers you may be talking about. We have a working mechanism. I have had it in our district. This has been a very difficult year for everyone, I think. We have had teachers who may have had problems, who may have had increments withheld. In some cases some districts have had to have teachers removed before tenure. That is the minority. That is a very small number. That is even less than the 5% that we are saying are excellent. I think that we have excellent teachers. I think that we have had bad press.

ASSEMBLYMAN PALAIA: Yes. I am going to go to that because you mentioned it. It is further down on my list. I do agree with you regarding negative press; there is no question about it. I always felt that the worst thing we have ever done in this society is to oversimplify the word teaching. We make it sound so easy, that anybody can go into a second grade with 30 students, but they can't even handle one or two at home. Yet, they think nothing of not supporting that teacher who has to handle 25 or 30 individual students with different idiosyncrasies. Negative press -- there is no question -- is one of our big hang-ups.

There is another thing which you said that I wanted to question. You said that your local district chose individuals to help work with curriculum and what have you. Did they get paid?

MR. DEL BUONO: Oh yes, I mentioned that.

ASSEMBLYMAN PALAIA: Do you mean to tell me there was no jealousy among the whole staff when so-and-so got chosen to work on the curriculum, but this so-and-so didn't? There was no animosity?

MR. DEL BUONO: None at all. In fact, it was even done on a rotating basis. In other words, if a teacher— That is another point: the working mechanism. We had teachers who may not have been selected one year, but were given the opportunity the following year.

ASSEMBLYMAN PALAIA: I have another point.

MR. DEL BUONO: That is all right.

ASSEMBLYMAN PALAIA: You made some very excellent statements here. Your presentation was good, Joe, and I just wanted to say another thing. We thought we had the NJEA endorsement on this when it came out of the Commission. We really thought we did. Something has happened in the meantime, and concerns have been forthcoming. That is okay. That is Mrs. Garvin, and she is absolutely right. That is what this is all about. Actually, you said you wondered why they didn't do it. We thought we did have a feeling of unanimity on that subject, but obviously we didn't. But we will work it out, and we will work on the problems involved. That is why we are doing all this.

You mentioned tenure. Tenure, I think, is far afield; that really doesn't have anything to do with this, Joe. You brought it up, but I really don't think it implies that A-2170 gets involved, because that is a another very sticky issue.

MR. DEL BUONO: Don't misunderstand me. Some of the items I may have mentioned are not necessarily my personal points of view. But, it is a concern. You have to look down the road, and possibly in the future, as to how something may be used, such as an inner circle of teachers or peers. Right now, even with the question of tenure, if you were looking at the process of tenure removal, from a teaching process, one of the elements that is missing is that there is no peer evaluation. This is a possibility. That was brought up. That might have to be taken into consideration -- its intent and that it would not be misused. There is no question that the intent might not have been there, but it may be used that way.

ASSEMBLYMAN PALAIA: I really want to personally thank you. Your comments were very well taken and very well presented.

MR. DEL BUONO: Thank you.

ASSEMBLYMAN PALAIA: I appreciate your honesty when you said it was 48 to 37. It tells us something. It really tells us something: not only was it close, but also that you had different feelings on both sides.

MR. DEL BUONO: Let me explain. This was my first year of involvement with the association, at any level. I am into my second year. Of all the issues that face the president or any other officer -- such as grievances, negotiations, standing before a board and maybe not liking what they have to say or do, or writing letters to editors -- no issue has caused more difficulty than this issue, in dealing with the profession. We did everything we could to have both sides discuss it. I wanted to mention the vote to let you know that it was a concern among the entire staff. It became ugly from the standpoint that we didn't know how to handle it.

ASSEMBLYMAN PALAIA: You are handling it by being here.

MR. DEL BUONO: Thank you. Are there any other questions?

ASSEMBLYWOMAN GARVIN: No. Thank you very much for testifying. Ben, do you have any questions?

ASSEMBLYMAN MAZUR: No.

ASSEMBLYWOMAN GARVIN: Mr. White.

MR. WHITE: James Lerman, Newark Board of Education:

JAMES LERMAN: Assemblywoman Garvin and members of the Committee, I want to thank you for the opportunity to come before you today. I heard you say earlier that you are a supporter of public hearings and, I think, on this bill, perhaps, it is as important as many public hearings, and it is a good thing to have.

ASSEMBLYWOMAN GARVIN: Thank you.

MR. LERMAN: My name is James Lerman. I am currently the head of Program Development with the Newark Board of Education. I am here today at the request of our Executive Superintendent to represent the views of the Newark Board of Education regarding Assembly Bill 2170, the master teacher pilot program.

I was asked to represent the Newark district before this Committee because of my deep involvement in education improvement and master teacher programs. For the last six years, I served as Director of the Newark Teacher Center. In this capacity, I worked with nearly half of Newark's over-4,000 teachers to improve their levels of performance. In addition, I was co-author of Newark's proposal for a grant from the U.S. Department of Education to plan a master teacher program in our district. This project was the only one funded in New Jersey by the Department. It is just now entering its operational phase. Further, I coordinated the development of Newark's proposal which was just submitted to Commissioner Cooperman under our State's pilot master teacher program. For these reasons, I imagine, there are some people who feel I might have some insight into what is happening with plans for master teacher programs.

I think it is a great thing that our Governor has recognized the importance of quality teaching by putting himself behind this initiative and others to upgrade the quality of education in our State. The fact that the Legislature is now mounting an effort to support this pilot program for master teachers is also a healthy sign, for it shows that this is an idea which many people can support.

I wholeheartedly agree with and support the goals of this legislation. I believe that a master teacher program can attract and help retain large numbers of able people to the teaching profession in New Jersey. I believe, too, that there needs to be a system of rewarding teachers for excellence, a way other than moving them out of the classroom into administrative jobs when they distinguish themselves. There can be little doubt, too, that new teachers and those who desire to improve their performance can benefit from working closely with the best practitioners in their profession.

I think the people who drafted this legislation and the original request for proposals from the Commission were wise in their planning of the selection process for master teachers. The procedures set forth in this proposed legislation reflect, in a meaningful way, the realities, I think, in today's school districts. If we are to accomplish significant improvements in educational performance, it is

necessary for teachers, teacher organizations, administrators, and board of education members to work together.

In fact, I think the selection process is the strongest aspect in this draft legislation. In Newark, the Board and the Newark Teachers Union have worked together closely and effectively in drafting our proposal. The process has worked very well. I would encourage the Committee to intend to preserve maximum participation of teacher organizations in the draft legislation.

I think, too, that the general criteria established to define a master teacher are good ones. Of course, the hard part will come when local selection committees have to decide what indicators will be used to evaluate whether the candidates meet the criteria.

Having said many things that are good about this legislation, please permit me to point out three things which I believe merit some further consideration:

First, I believe that the 5% limit on master teachers is too low -- far too low. By placing this limitation on the number of master teachers are we not saying that the remaining 95% are mediocre or worse? I urge the Committee members and others to think about their own lines of work. If someone told you that 5% of your co-workers were going to be singled out as master workers, how would you feel if you were not chosen as one of those 5%? How motivated would you be to attempt to be designated as one of those 5% knowing that you had only one chance out of 20 of being chosen?

It seems to me that we want to encourage as many people as possible to be, or to become, master teachers. If only 5% are eligible, I am afraid that very few people will be motivated to try to attain the position. They are likely to feel that the chances of getting there are very slim, and they will be correct. This 5% limit should be raised to a more realistic level, one which will motivate more people to aspire to master teacher status.

This leads me to a second and related point. I am concerned that we are saying that we have just master teachers, on one hand, and non-master teachers on the other -- the excellent and the non-excellent. There are many more grades of human performance than

simply outstanding and not outstanding. College professors, for example, have three levels: assistant professors, associate professors, and full professors. Students are graded at five levels: A, B, C, D, and F. Even professional baseball players have a whole system of rankings in the minor leagues before they can reach the majors. Actors and dancers play in road companies, or off-Broadway, or in regional theaters before they reach Broadway, Lincoln Center, or Carnegie Hall.

The point I am trying to make here is that I think we should have more than a simple two-level system. Beginning teachers who work hard and do well should have their performance recognized and encouraged by promotion to some sort of intermediate status before they make that great effort to be designated a master teacher.

Studies of motivated and successful people show that they become successful by taking measured steps. It is the person who takes a series of planned and thought-out steps toward a goal who is most likely to achieve it. People who try to make great leaps fail much more often than they succeed.

In order to have the most successful education system we can, we want to have as many master teachers as we can, or at least people who are striving to be master teachers. It seems to me that one way to do this is to have a couple of steps along the way, so people don't have to go for all or nothing at all.

The master teacher people in Tennessee see this; they have established a three-step system. In Charlotte-Mecklenberg, North Carolina they have a five-step system. I read in a recent issue of Education Week that approximately 90% of Tennessee's teachers and administrators have applied to be part of their plan. How does this compare with the less than overwhelming response to our State's first attempt in this vein?

I would therefore earnestly suggest that the planners of our State's master teacher program think seriously about adding more levels to the program and increasing the percentage of people who will be eligible so that many more people can be involved in the program. If we make it a totally elitist program, which I am afraid it appears to

be at this point, the large numbers of people who desire to become committed to its laudable goals will simply opt out.

Third, and last, I would like to point out one other item for further consideration. It seems to me that master teachers ought to have some time away from teaching responsibilities during the school day in order to help other teachers in an effective manner. We want master teachers to help other teachers, and it is important that they do so. How can they do this, however, if they are to be with students all of the time?

I am not suggesting here that master teachers be removed from the classroom totally; that would be a big mistake and defeat the program's intent. What I am saying is that if we want master teachers to help other teachers, the best time for them to do this is when the other teachers are actually in their classrooms teaching. This way the master teachers can see them in action. Take, for example, an athletic coach; he or she can help his or her athletes best by observing them in action and showing and encouraging them to improve their performance. If coaches were allowed only to have their athletes watch them perform, the athletes would never gain the insight of how to improve their technique while practicing it. It is like a dance instructor showing his or her students how to do a step and then leaving the room, never to see the students actually dance until the end-of-the-year recital.

So yes, master teachers should not be taken away from teaching students, but if we want to gain the maximum benefits from their mastery of their profession, they should be able to work with other teachers for at least some part of the school day.

I wish to close by thanking the Committee for offering me the opportunity to speak. I am confident that we have a very good idea here, one which, given the proper structure and support, can have a meaningful impact on the level of educational performance in our State.

I know the Committee will give due consideration to all the ideas offered in these hearings, and I hope they will come forward with a really solid piece of legislation. Thank you again.

ASSEMBLYWOMAN GARVIN: Thank you, Mr. Lerman. It is a treat for us because very seldom do we hear from Newark and Trenton. I consider your testimony very important.

ASSEMBLYMAN PALAIA: And well done too.

ASSEMBLYWOMAN GARVIN: And well done.

MR. LERMAN: Thank you.

ASSEMBLYWOMAN GARVIN: Do you have any questions?

ASSEMBLYMAN PALAIA: I have one question. Mr. Lerman, you brought up a fact that if the Governor picked out 5% of the best legislators. You know, Cary Edwards spoke here originally--

ASSEMBLYWOMAN GARVIN: It would be just the three of us.
(laughter)

ASSEMBLYMAN PALAIA: Yes. I consider these two and myself superior legislators. (laughter) But Cary Edwards brought up a point; he said that he was chosen one of the ten best legislators one year. Remember when he said that initially? I wasn't there then. But this year, one on our side of the aisle, Pat Schuber, was singled out as being Legislator of the Year. Now, was I jealous of that? No, I wasn't. But you know what? I am going to try harder to someday be a Legislator of the Year. Even if it is from my own family, I will try to be a Legislator of the Year. I think you are selling other teachers short by saying that they are going to say "We are jealous; we are not going to do anything more. They are the elitists." As for me, and maybe it is just me, but I am going to work harder to become a good legislator. I am only in my second term. But I am going to work harder to be chosen that -- maybe someday. I would hope that would be the incentive this bill would give to the teachers.

I just want to say, in closing, that your remarks are very well taken. I like people who get right to the point. You gave us the good points and you gave us the bad points. I can certainly relate to some points you made about the bill not being all what it should be.

MR. LERMAN: In responding to what you said, Assemblyman Palaia, I think, first of all, simply by virtue of being a person who occupies elective office, you may have some different qualities from

folks who do not aspire to elective office. I think, generally speaking, folks who live the public life are those who are extremely and exceptionally well motivated. If you had to look at the question of motivation, I think you would find that folks who aspire to public service have a great deal of motivation.

It strikes me in reading the underlining information which justifies the introduction of the bill -- the introductory language of the bill and the introductory language of the Commission's report -- that one of the key things we are focusing on here is motivation and the attempt to motivate as many people as possible to be excellent.

ASSEMBLYMAN PALAIA: Yes.

MR. LERMAN: It is one thing to talk about the Teacher of the Year or the Legislator of the Year. We know these are token awards. Not to minimize them, by calling them token awards, but we know that only one person in New Jersey can be the Teacher of the Year. In any district or any school, there is only one person. We recognize that. We encourage our friends, and we may discourage our enemies, but if we aspire to that, we know that only one person can be chosen.

I don't think we want to put ourselves in the position of saying to teachers that we want to recognize excellence as a token gesture. I don't mean to go against the remarks that you made, but I know you offered them in a kind of humorous as well as a serious vein. But I want to take the serious side of it because I think it is serious. It is easy to play verbal games with things like this. But, we are talking about something that is very serious. We have a pilot for an idea which, if it works well, is going to be extended to the entire State of New Jersey, and is going to impact on a very sizable number of people.

I think that if we want this idea to be extended, it is important that the pilot be successful. What I am trying to point out, overall, in my presentation is that when we get into questions of human motivation, most of us operate in groups rather than as individuals. When we look at the study of group behavior and try to isolate very small numbers of people in groups, we find they operate independently. One of the things which we are trying to do is to get people to work

together. One of the best parts of this draft legislation has been the part which causes people to work together. I think we want to promote that as much as possible.

I am not arguing for 75% master teachers or 100% master teachers, but if we take a careful look at it, we will come to a reasonable threshold figure. Again, this is one of the reasons why I propose more levels. If you have some people at a beginning level, some people at an intermediate level, and some people at an ultimate level, you have an opportunity for folks to move through the career progression that we would really like. We want people who are teachers to grow. In fact, my graduate alma mater, Kean College, has a motto: Those who dare to teach must never cease to learn. We want that to happen, but if we put closing points on things, if we say, "Okay, 5% of the people," then once this 5% is selected, there will be no room for other people to move into this status, unless someone dies or retires or something like that.

We are not allowing for progression. We are opening a gate for a few minutes and letting some chosen people through, perhaps well chosen people, but chosen nonetheless, and then we are closing that gate and we are saying, "Okay, that is it for now. For these three years, this 5% of the people in five districts will get their recognition, and any of the rest of you who aspire to this status are just going to have to wait until the next time." I think we can do better than that.

ASSEMBLYMAN PALAIA: Thank you.

ASSEMBLYWOMAN GARVIN: Thank you for your marvelous testimony.

Mr. White?

MR. WHITE: Dr. Harry Jaroslow, I understand, is not here.

Russell Stanley, President of the New Jersey Principals and Supervisors Association. (not present)

Edward Watts, Principal, George Washington School, Ridgewood, and Governor's Commission on Master Teachers:

EDWARD WATTS: I was going to say "Good morning," but it is the afternoon. Mrs. Garvin and members of the Assembly Education

Committee, I am Edward Watts, Principal of the George Washington Junior High School in Ridgewood, past President of the New Jersey Principals and Supervisors Association, and a member of the Governor's Commission on Master Teachers. Thank you for the opportunity to address you very briefly today on Assembly Bill 2170, which establishes the master teacher pilot program.

I am here today, in essence, to offer my unqualified support for your bill establishing the "Master Teacher Pilot Program Act." In the spring of 1983, Governor Kean outlined his blueprint for education reform for New Jersey; in that package, he introduced the concept of the master teacher. The need for this program has increased significantly since that time. Many states have moved ahead implementing similar programs, some of which are in operation this year. None of these programs are as soundly based as the New Jersey pilot program as outlined in your bill.

The program you propose is a modest pilot project from which we will learn much for future permanent programs that I envision will encompass every school district in the State. The program endeavors to recognize superior teachers, give them appropriate status in the community and with their colleagues, and at the same time keep them in the classroom with students. The program is based on strong collegial relationships, and it places the master teacher at the core of professional staff development. Research supports the notion that the most effective staff development occurs with activities at the building level. This program emphasizes building level staff development in which the master teacher plans a vital role with other staff members, supervisors, and administrators in serving as a change-agent for other professionals. This is clearly a teacher-oriented program designed to improve instruction with the classroom teacher as the central theme.

I applaud the emphasis given in your proposal to teacher involvement in the development of the program and in the master teacher process. For indeed, without teacher support and participation, this and other similar programs would have little chance of success.

I do notice, however, the absence of a requirement that the local teacher units approve the plan before the districts may apply for

participation. This requirement is included in the Governor's Commission Report. I want to commend the sponsors of this bill for not including that requirement. I differ here with the majority of my Commission members on this point. For while it is essential that teachers be included in the planning of the program and the selection of the master teachers, no one group -- teachers, supervisors, or administrators -- should be required to give their approval for the initiation of such a program. The responsibility for initiating a master teacher program belongs solely with the local board of education.

Again, I think this may be only an academic point, but I do want to make it at this time -- this is what hearings are all about -- because, in fact, the initial selection process is under way. But there are other years, and there are other things to be done, and I do want to make that point.

I would have preferred that the program allow for the recognition of more than 5% of the local teaching staff, for somewhat different reasons than the speaker mentioned, but, indeed, along somewhat the same lines. But for the small number of districts which will be selected for the pilot phase of the program, it is adequate to test the concept. It is this feature, though, that has prevented some districts from applying for the initial pilot stage. It is my hope that during the pilot period of the program you will see fit to increase the percentage of teachers eligible for recognition and to increase the number of districts participating in the program.

For the past year and a half, I have had the opportunity to consult with many of my colleagues in the country -- at conferences, seminars, and forums -- and to share with them the New Jersey initiatives for educational excellence and, in particular, the master teacher program concept. This program has been received by most of my colleagues with high praise and with the prediction that it stands a better chance of success than any similar program introduced in other states. It is viewed in this positive manner because the program was developed with the input of the entire New Jersey educational community, with a focus on teacher recognition and professional

improvement, and with the initial phase designed as a modest pilot project instead of a Statewide mandate.

During the next month you will be under considerable pressure to modify the essential elements of this bill or, in fact, to withdraw entirely. I urge you to stay your course. New Jersey needs this program as one of many efforts that must be made to keep our superior teachers in the classroom and in our profession and to help raise the status of teaching in the minds of our bright young high school and college students so they are encouraged to enter the profession.

Again, I thank you for allowing me to present my position on your Assembly Bill 2170, and I certainly would entertain any question or comments you might have.

ASSEMBLYWOMAN GARVIN: Thank you, Mr. Watts. Perhaps you could answer this question: Why did we have only 11 districts applying?

MR. WATTS: At this point it is nine.

ASSEMBLYWOMAN GARVIN: Nine?

MR. WATTS: Initially there were 11; actually there are nine eligible now, from what I understand. Why do we have only nine?

ASSEMBLYWOMAN GARVIN: Is there something about those districts--

MR. WATTS: (interrupting) I might also say that I come from the county which has the largest number of school children -- Bergen County. There is not one school in Bergen eligible in the initial phase or whose application was appropriately filed. My concern is that-- I would address the fact that the initial application procedure has caused some of the divisiveness that we were trying to avoid in the process of selecting a master teacher. In fact, some of the units, some of the elements, and some of the groups involved were not too anxious to approve the concept. That was part of my duress in the middle of my testimony. I feel that was a serious mistake.

ASSEMBLYMAN PALAIA: May I pursue that question?

ASSEMBLYWOMAN GARVIN: Yes, because what I think the Committee is going to need in its further deliberation on this bill is an identification of the problem areas. Is it the board or is it the teachers or is it nurses who were excluded?

ASSEMBLYMAN PALAIA: I will give you what is, to me, the answer that maybe Cary Edwards and Dr. Piatt didn't address. The NJEA -- and I will say this on record--

ASSEMBLYWOMAN GARVIN: Oh yes, because I don't know.

ASSEMBLYMAN PALAIA: The NJEA came out rather early in opposition to the bill. In fact, I have their literature here saying they are opposed to A-2170. If the parent group -- the NJEA -- is going to filter down to all the local organizations that we, as the NJEA, are opposed to A-2170, what do you think the local groups are going to say? Do you really believe that they are going to rebuff the NJEA? I was not resentful, but I was concerned about it because, as you know, we are a fair committee. You hit it on the head when you said we are nonpartisan here, and that is why we are having public hearings. I would have appreciated it if they had waited until we had these hearings, and had then come out and said, "The NJEA is unalterably opposed to A-2170 for the following reasons..." some of which we have heard today from the speakers. I just feel they were rather premature in their opposition to the bill when actually we are trying to meet their needs, find out what the concerns are, and then put them into the bill. In fact, I have the amendments they have proposed, many of which I feel should be part of the bill.

And I didn't agree with you, in reference to the fact that teachers should not have a sign-off on it; I really believe they should have a sign-off if they don't want to participate. I really believe that was the idea behind all of this: not to have the divisiveness. There have been pros and cons for that. I believe that if they don't want to sign-on to the bill, then I don't think it should apply in that particular district.

MR. WATTS: I probably have more sympathy for that aspect of it in its early pilot stage, but, at some point, we can't have this option. Principals can't have the option, my group can't have the option, and other groups can't have that option. So, that is my basic concern.

ASSEMBLYMAN PALAIA: But that is down the road. That is what a pilot study is all about -- to find out if those problems are real or

not real. If they are real, then maybe it shouldn't apply after three years.

ASSEMBLYWOMAN GARVIN: I just have a question for you as a Commission member. I asked it before, but I think that person has left. I am concerned about the selection process. I haven't seen it in the bill, but, when they nominate a teacher, will there be affirmative action clauses? Let's face it: the men are administrators, women are the teachers, blacks came in after that, and we now have Hispanics and Haitians coming in. I am not worried about an elitist system as much as I am of a system that would have a selection process that ends up being discriminatory. Did the Commission, in this report, deal with that issue? I think we have to be very sensitive to representation, if you will, of all eligible people in a district. Otherwise, as good as our intentions are -- and I am a co-sponsor of this bill; I support it -- we don't want to create problems in what we think is an innovative process. Did the Commission deal with that? And if not, my question will have to be dealt with in the legislative process.

ASSEMBLYMAN PALAIA: Through amendment.

ASSEMBLYWOMAN GARVIN: Through amendment.

MR. WATTS: The Commission did deal with that, but they did not spend a great deal of time on that. There was unanimity, of course, on the subject. And yes, it was not written in, in an aggressive manner, in the Commission Report. I would agree with you that it should be written in the legislative process in an open, aggressive manner.

ASSEMBLYMAN PALAIA: I just don't think it was spelled out.

MR. WATTS: You are absolutely right.

ASSEMBLYMAN PALAIA: I think that is one of those lines or two that we have to add to a bill, as the Committee substitutes different language.

MR. WATTS: I am sure that the total Commission would agree with that point of view. I would venture to speak for them.

ASSEMBLYMAN MAZUR: I would like to ask a question.

ASSEMBLYWOMAN GARVIN: Assemblyman Mazur.

ASSEMBLYMAN MAZUR: Regarding the sample, the nine communities that are being encouraged or financed to do the pilot project, do you think this is a very successful response to the invitation? As a member of the Commission, to what degree is this sample biased? I assume you are using some scientific basis for your experiment where you pre- and post-test and have control and experimental groups? This would be an experimental group, but what elements of random selection have been used here? Have you looked to see if there is some bias that has become built into the experimental selection because you have just invited anybody in the door?

MR. WATTS: I can only address your earlier question because I am not a member of the selection committee of the Commission; only half the Commission, or some six or seven members, have been asked to serve on a selection committee. In fact, I don't even know the names of the districts that are now eligible, so I really can't comment on whether or not we are going to get a good balance in the project. I will say that probably all the Commission members are somewhat disappointed with the numbers which finally were permitted or were eligible for application. I can't even reflect on how many urban, suburban, or rural districts we have. I hope, again, the selection group will look for some sort of spread, so, in fact, the experiment tells us something.

ASSEMBLYMAN MAZUR: And whether or not the salary scales in that particular district are all very high or very low?

MR. WATTS: Also, it was our original intent that, in the final selection, we look for innovative ways in which the master teacher could be used so that some districts would use them differently than other districts; thus, we might learn from the use of the master teacher during that phase. I hope that kind of innovative approach of the use of a master teacher is reflected in the final five that are selected from the nine.

Regarding your first question, I think there was some disappointment there. Undoubtedly, it cuts down on, or diminishes, the opportunity for a wider selection of districts in the initial phase of the experiment.

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ASSEMBLYWOMAN GARVIN: There are no more questions. Thank you very much for your comments.

MR. WAITTS: Thank you very much.

ASSEMBLYWOMAN GARVIN: It was nice seeing you.

MR. WAITTS: It was nice seeing you again.

ASSEMBLYWOMAN GARVIN: Mr. White.

MR. WHITE: Donald Tarr, teacher, Little Falls, New Jersey:

DONALD TARR: Good afternoon. I am Donald Tarr, a middle-school social studies teacher in Little Falls Township, Passaic County. I am also the Chairman of the NJEA Hearing Committee. I am a member of the NJEA Working Conditions Committee. I would like to begin by thanking you for providing me with the opportunity to share my views concerning this proposed legislation.

Although I am completely opposed to the concept of master teacher plans in general, for the purpose of brevity, I will limit my remarks to a limited portion of the proposed legislation. My initial concerns lie with the evaluative process as it relates to the selection by the selection committee, as far as master teachers are concerned within the district. I understand that Dr. Piatt has stated that under no circumstances will the teachers be disallowed from this process. But, apparently, in drafting the bill, there is no notation that teachers themselves will select the teachers who are going to be represented on the committee. There is no notation of the fact that the local association has the sign-off on this right.

As a local association activist, I ask myself these questions: Does the local association president, who has gone head-to-head with the school board and administration on countless occasions, stand the same chance of being selected for master teacher recognition as a relative of a board member? Does the grievance chairperson, whose role demands an almost constant adversarial relationship with the local administration, receive the same fair, impartial, and unbiased evaluation as an individual who has never disagreed with the administration? Does a negotiations chairperson who led the district's first strike truly receive a fair shake in this process? In many instances around the State, the answer to those

questions would be a resounding no! In those districts, the selection of so-called master teachers would be nothing more than popularity contests for those teachers who have made a career of nurturing friendships or political ties within their districts.

I have further concerns regarding this bill's failure to include a local sign-off provision, whereby the local teacher unit could refuse to participate in this plan. If this is not included, it will be possible for districts to adopt master teacher programs without drawing upon the expertise of those individuals the plan is theoretically designed to help. Who better knows if a plan would work than those teachers who deal with the everyday education process in the district? Dr. Piatt has previously stated that this couldn't happen. Ladies and gentlemen, it is happening, and it is happening right now. In Monmouth County, a master teacher program is being implemented against the wishes of its teachers without approval at this very time. And next week, ladies and gentlemen, you will have the opportunity to hear from leaders of that association.

I have been actively involved with association activities on the national, State, county, and local levels for a number of years. Throughout that period, I have had the opportunity to visit and speak with thousands of leaders in the education field, not only in New Jersey, but also around the country. These discussions offer, in terms of master teacher, merit pay, and almost without exception, the reactions are completely negative. When the objections were voiced by a teacher from Tennessee, where the proposal was sent back to a legislative committee for further study due to its many problems, or California, where the legislature refused to fund the second year of their master teacher plan, the restriction was always the same: master teacher plans don't work.

Whether master teacher programs or not, the answers to the problems facing education today are not within my venue to discuss today. Every study commission has concluded that all teachers are poorly paid in comparison with other professions. How can we realistically consider paying increases for a few when so many in our profession are making so little?

Ladies and gentlemen, there have been a number of points made by the various speakers today, and I would like to address some of those if you would give me the opportunity.

Assemblyman Palaia, it has always been our belief at NJEA that you are a friend of education, and therefore it is placing me in an unfamiliar position—

ASSEMBLYMAN PALAIA: (interrupting) I've been endorsed twice now. (laughter)

MR. TARR: (continuing) —attacking one of your bills.

ASSEMBLYMAN PALAIA: That is no problem. Don't worry about that.

MR. TARR: There are obviously some concerns we have, and I would like to bring them to you because, apparently, there has been some sort of lack of communication, possibly between our organization and yourself. There has been opposition to this bill, but it has not occurred in a vacuum. I am a member of the Working Conditions Committee which led the opposition to the bill. We have on that committee representatives of nearly county in the State. We have exhaustively studied master teacher, merit pay, differentiated staffing — accepted plans by any name you can possibly conclude. Our conclusion is that they don't work, they are divisive, they are counterproductive, and any benefits which they would produce would be far outweighed by the debilitating effects upon global organizations and, most importantly, the children.

There was a statement made today that associations are somehow different from teachers. I get the impression that the association is here and the teachers are there. That is totally, completely unfounded. I, as a local leader, owe my position to my constituency. If I do not support their beliefs, I do not remain a local leader. As a local and elected leader within the State organization, the same applies. If I do not represent that State and the wishes of the vast majority of its educators, then I will not be re-elected.

There was a statement made that policy from NJEA filters down. The entire reversal of that is the case. Policy filters up

through our governance system, from the local organizations to the county organization, to the State organization. The little member back in the classroom runs NJEA -- not the president, not the executive director, and not any one single person.

Listen to me very carefully with this one: NJEA, its Working Conditions Committee and the Delegate Assembly, discussed this at length. They are unalterably opposed to it.

I have a question I would like to ask the Committee. Dr. Palaia stated that this program was exhaustively reviewed, exhaustively studied, and that they decided to carefully pilot the program. If we are, in essence, carefully piloting this program, why do we need a bill? It gives the impression that we are doing more than just piloting the program. Nine districts have approved this or are implementing this program; 580 are not. NJEA didn't tell those people, "Don't do it." They don't want it; teachers don't want it.

Ladies and gentlemen, I have a chief negotiator in my local this year. One of the proposals of the board was something very similar to a master teacher program. It was their intent to ram it down our throats. On that issue we would have probably hit the bricks just about as fast as if our salary guide were cut in half.

Make no mistake about it. NJEA is not telling these people, "You don't want it." NJEA doesn't have to tell them, "You don't want it." They don't want it. Matawan doesn't want it, Monmouth County doesn't want, and we don't want it.

I would be very happy to answer any questions you might have.

ASSEMBLYWOMAN GARVIN: Okay. Thank you for your comments. I guess we will have an exciting hearing in Monmouth County. (laughter)

ASSEMBLYMAN PALAIA: You are coming to my home territory. Let me just say something to Don.

Don, I really don't take any exception at all, seriously, with people such as Joyce and all the rest who have come here; I really don't, because I am a member of the NJEA. I always have been and I always will be; I am part of the, obviously, retired NJEA people right now. I know what it represents. I have no qualms with you people

coming and telling me. Don't think for one second that just because you have endorsed me two times, all of a sudden now I have my back up. That is not the way real politicians should work. They really shouldn't. These are constructive criticisms. I say, fine, bring them on, and we will see what we can do.

The only qualm I have is that a lot of times with teachers, it is either "this way," or "that way," and there is no in-between. That bothers me, because I am ready to make amendments to this bill. I am ready to make exceptions to the bill. I am just trying to meet you halfway. In fact, I have already gotten the recommendations of the NJEA -- the amendments, many of which, I'll say 90% of which, I would agree to. But, that is what the hearings are about. But, please, don't feel I take exception. I don't, Don, not at all. You made an excellent presentatio. I have taken notes on them and I know where you are coming from.

MR. TARR: Thank you very much.

ASSEMBLYMAN PALAIA: You are welcome.

ASSEMBLYWOMAN GARVIN: All right. Those are all the people we have on the list.

MR. WHITE: I'm sorry, James Clark, Assistant Superintendent of Hopatcong, is on the list. Mr. Clark:

ASSEMBLYWOMAN GARVIN: All right. Mr. James Clark, please come up to the microphone. While he is coming up, if there is anyone else who cares to testify, who was not on the list, would you please let us know. (no response) Okay, very good. I assume this will be the last person to testify. Thank you.

JAMES CLARK: Assemblywoman Garvin, Assemblyman Palaia, and Assemblyman Mazur, I want to thank you for granting me the opportunity to address the Assembly Education Committee at this public hearing on the matter of Assembly Bill 2170, which deals, of course, with the master teacher pilot program in the State of New Jersey.

As was indicated, my name is Jim Clark. I am employed as Assistant Superintendent of Schools, and I also serve as Board Secretary for the community of Hopatcong Borough School District in Sussex County. I am extremely honored to share my thoughts with the

members of the Committee and the public who are present today regarding this Assembly bill. I am here to express my strong support for passage of this bill in its current form.

As a designed representative of the New Jersey Association of School Business Officials, I was appointed to serve on the Governor's Commission on Master Teachers. I am also on the committee which will be selecting the five districts that will be chosen to implement the pilot project. The 15-member Commission, appointed by the Governor, met on numerous occasions to prepare its final report and recommendations, which were submitted to the Governor for his review. The final report reflected, we believe, an organizational design and an operational plan that embraced the collective determinations of the committee members as they moved through various stages of very intense interaction and debate, which took place for many weeks, and culminated in the development of our final comprehensive report and recommendations.

It has been stated a number of times by some of the Committee members that of paramount importance to our Commission was the need to develop a creative, workable plan that would receive the support of the educational communities in New Jersey. It is reassuring to me, as a member of the Governor's Commission, to see the initiative taken by this legislation, which embraces the findings of the Commission to the extent and specificity that will elevate the Commission's recommendations to a statutory level, and will demonstrate a joint commitment to recognizing outstanding teachers in the State of New Jersey by both the educational and legislative communities.

Assembly Bill 2170, in its current form, represents a positive initiative on behalf of the Legislature to address the need to attract and retain the most able individuals to the profession of teaching and to encourage the very best teachers to share their knowledge and expertise with their colleagues in order to improve public education in the State of New Jersey. This is a pilot program, and it is an attempt to identify only five districts within our State that may be eligible to participate in this initiative and 5% of the teachers in each of those five districts who would be eligible for recognition as master teachers. We know that.

Over the years, master teacher concepts have been controversial issues in public education. Assembly Bill 2170 represents New Jersey's attempt to develop a program that will avoid the pitfalls of master teacher programs initiated elsewhere and to provide recognition for master teachers in a manner that has been carefully articulated, designed, and processed. Even though I believe that this plan has great potential for successful implementation, I believe that it would be illogical, and presumptuous at best, to implement a master teacher program on a large, Statewide scale until the strengths and/or weaknesses of the pilot projects have been determined and until insightful, formative, and summative evaluations of the pilot projects have been made.

The master teacher pilot program, as delineated in Assembly Bill 2170, includes strategies that will enable the master teachers to remain in the classrooms to the benefit of their students. It also provides strategies which will enable the master teachers to lend practical, professional assistance to other teachers and to improve the districts's instructional programs.

The master teacher pilot program, as described in Assembly Bill 2170, mandates that a joint commitment be made by teachers, administrators, and board members to cooperate within the communities selected as pilot districts. This joint commitment is required in all phases of pilot projects, from application through implementation and evaluation. Unfortunately, it is evident that such cooperation and joint commitment may not be possible in every district for various and sundry reasons, whatever they may be. Yet, the master teacher pilot program has, through its designed requirements of cooperation and joint commitment, the inherent qualities necessary to facilitate success in those districts that are selected as pilot project sites.

Over the recent months, as you know very well, much discussion, debate, harmony, and discord have occurred within the educational communities in our State over the concept of creating something called a master teacher pilot program. Oftentimes the discussion has occurred in faculty rooms, administrative offices, and local board of education meeting places. However, the intensity and

accuracy of the issues raised and "points made," if you will, have been tempered by or contingent upon personal preference, special interests, organizational platforms, and individual perspectives.

It is my firm contention that whenever substantive change of any type or any form is proposed, people and organizations exhibit the propensity to reject change and to promote the continuity of the status quo. Obviously, individuals and institutions with vested interests may believe that they have much to lose when a proposed change will take the place of what has been in effect for many years. Yet, what is proposed through Assembly Bill 2170, in its current form, is not proposed to take the place of what has been in effect for many years; nor is what is proposed through Assembly Bill 2170, in its current form, an attempt to ameliorate the wishes of individuals and institutions with vested interests. Instead, the overriding concern of Assembly Bill 2170, as proposed, is to provide -- and I quote from the bill -- "an additional means of attracting and maintaining outstanding individuals in the teaching profession and of rewarding those who excel," and such an effort "...is critical to the future welfare of our State and its citizens." I would like to reaffirm that it is an additional means; it is not the only means, nor was its intent to be the only means.

Publicly, I would like to congratulate Assemblyman Palaia for the initiative he has taken through his sponsorship of Assembly Bill 2170, and you, Assembly members, for your initiative in the co-sponsorship of such a bill. I strongly recommend that Assembly Bill 2170, in its present form, be supported by the Assembly members. I would ask all Assembly members to remember this: If we continue to do things in the future only in the ways we have done them in the past, our future may be disappointing at best and very predictive at the very least.

If we fail to give a proposed master teacher pilot program a chance to work, the resultant dilemma is that we will never know if the proposed plan is a viable one or not. Perhaps some special interest groups would suggest, and some individuals would suggest, that such a dilemma would not be so bad. However, I believe that the general

public sentiment, as reflected in numerous documents such as the Nation at Risk and the Boyer Report, just to mention a couple, would oppose the creation of such a dilemma. Moreover, public sentiment continues to promote innovative efforts to encourage highly capable college graduates to enter and to remain in the teaching profession. Public sentiment also promotes initiatives that provide incentives for master teachers -- outstanding teachers -- to receive both recognition and remuneration for their efforts.

Since I was told that this is a bipartisan Committee, I am going to quote someone named Abraham Lincoln. Abraham Lincoln once said, "With public sentiment nothing can fail, without it nothing can succeed," and so it does go in the world of education. I, however, believe that public sentiment is clearly reflected in the proposed master teacher plan as explicated in Assembly Bill 2170. I encourage you, as Assembly Committee persons, and all the Assembly persons in the State of New Jersey, to endorse its implementation.

I do want to thank you for inviting me. I did enjoy the wait for a couple of hours because it did give me a lot of opportunity to listen to some of the comments, both positive and negative. I really didn't hear anything new today. I really didn't. I heard much of the same. We met; we had 15 members of very diverse backgrounds, and we came up with a workable plan. I have heard some people say that people are excluded; well, they are not. The word "generic" is an all-encompassing word, just like in "generic drug." Generic job description includes all of those people. We found it very important to include the eligibility of the librarians, the nurses, the learning consultants, the social workers, and the psychologists. All of those persons were included under the generic job description of teacher.

One of the previous speakers was asked a question; I think, Assemblyman Mazur, you asked the question. The question was: Why did we have such a small response? We only have now, ultimately, nine proposals to deal with. Do you know why? It was a very, very difficult process. Number one, it required a commitment from three diverse groups of people. However, that diversification when melded together, will form an excellent proposal.

Just like in RFP [Request for Permission] -- we have 590+ districts in the State of New Jersey. Do you know what our goal was? A 10% response. We would have liked to have seen 50 to 60 responses of proposals. Well, we received ten, or actually nine, that were eligible. I think, in light of a lot of the discussion, the debate, the harmony, and the discord I alluded to, that is pretty good. I commend the districts for the fact that they have taken the initiative because those 10 districts stand pretty tall; they are very special districts. It is very, very terrific that, with all of the pressures from all of the different people and all of the different perspectives, we received 10. I would like to commend all 10 of those districts for the process of application. I think it is a hard job, and we knew it was going to be hard. I think we have the basis here for a good program. I think your efforts to lift it to a statutory level is commendable, and I thank you for inviting me today.

ASSEMBLYWOMAN GARVIN: Thank you. That is it. I would like to thank all of you who have attended this hearing today. I hope I don't see you in Monmouth County because I guess I will have my own constituency--

ASSEMBLYMAN PALAIA: You will have a large turnout.

ASSEMBLYWOMAN GARVIN: Okay. See you then.

(HEARING CONCLUDED)



Testimony of
Dr. Harry A. Galinsky
Superintendent of Schools
Morris School District
Morristown, N.J.

President
New Jersey Association of School Administrators

I am speaking today as a member of the Governor's Commission on Master Teachers. As you are aware, the Governor's Commission reflected representation from all the major educational organizations in New Jersey, as well as key representation from the private sector. This is important to note, since a rather diverse group, with many differing views, was able to reach consensus and submit a pilot model to the Governor that had the support of the entire Commission.

The work of the Commission resembled the legislative process in many ways. There were major differences and points of view that had to be considered and resolved. There was a clear understanding that the final proposal would not reflect any one point of view, but would be a plan that all Commission members could support. Finally, the Commission understood that the final plan needed to gain the support of the Governor, Legislature, educational groups and the public at large.

I believe we have succeeded beyond my fondest hopes. My belief is based on the process that was used in the development of the pilot Master Teacher Program. The process included six months of meetings, which was motivated by the recognition that there is a critical need to attract and keep outstanding teachers. There was agreement that money was very important, but that recognition, status and incentives were equally important.

It was during this period of time when all the reasons why Master Teacher, or similar plans, would not succeed were eloquently and dramatically brought to the attention of the Commission by the leadership of both N.J.E.A. and A.F.T., both of whom were represented on the Commission. These objections became extremely valuable to the process, since it caused the entire Commission to focus on what would it take to make the plan creditable and likely to be supported by all.

Traditional objections to similar plans included the following:

1. Teachers would not have a significant role in the selection process.
2. The plan would be another form of merit pay.
3. School Boards and Superintendents would apply for the pilot program, despite lack of support from the teacher organization.
4. There won't be a fair and comprehensive evaluation of the pilot project.

These objections, as well as others that were raised, became the challenge to the Commission. The final implementation plan for New Jersey's Pilot Master Teacher Program was carefully crafted to avoid the objections and still maintain the integrity of the program.

A2170 deserves your consideration and support, because this bill reflects and includes the balance that was vital to achieve the entire support of the Commission. This bill recognizes that controversial concepts, such as a Master Teacher Program, need to avoid common pitfalls, yet provide the recognition that outstanding teachers deserve. A2170 supports a pilot program that deserves the opportunity to see the light of day. I urge your support of this bill.