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PUBLIC HEARING

before

ASSEMBLY EDUCATION COMMITTEE

on

ASSEMBLY BILL 2170

(Designated the "Master Teacher Pilot Program Act")

New Jersey State Library

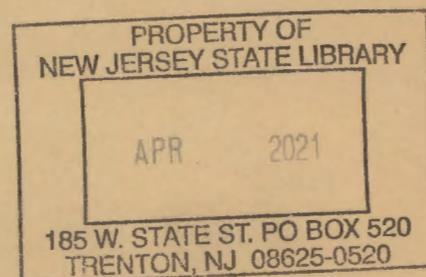
Held:
December 4, 1984
Monmouth College
West Long Branch, New Jersey

MEMBERS OF COMMITTEE PRESENT:

Assemblywoman Mildred Barry Garvin, Chairwoman
Assemblyman Joseph A. Palaia

ALSO PRESENT:

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



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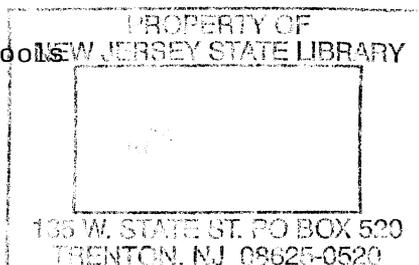


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ASSEMBLY, No. 2170

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 (Chairwoman): The hearing will begin. On behalf of the Assembly Education Committee, I would first like to thank you for attending. Secondly, I would like to apologize for the delay. I came straight here from Washington, and there was a conflict in scheduling, but I did not want to cancel the hearing.

The bill we are going to hear testimony on today is Assembly Bill 2170, which is sponsored by Assemblyman Palaia. I happen to be one of the cosponsors. I think Assemblyman Palaia is going to make a few comments. This is John White, who is our legislative aide for the Assembly Education Committee, and I am Mildred Barry Garvin, the Chairman of the Committee.

We have a list of speakers, and we are going to take the first five speakers in the order in which they are listed. Because of certain phone calls that John White has received, the speakers listed after the first five will not necessarily be called in the order they are listed. Thank you very much.

Assemblyman Palaia, do you want to make a few comments?

ASSEMBLYMAN PALAIA: Yes. Thank you, Mrs. Garvin. On behalf of the entire Assembly Education Committee, we want to thank Monmouth College for providing these excellent facilities at Wilson Hall. Bringing the public to such a fine facility is indicative of the type of administration we have here at Monmouth College. Again, we thank everyone for coming.

I just have a couple of observations that were raised after the last hearing in East Orange. Someone observed at that last public hearing that there were some things in the Master Teacher Commission Report that aren't in the bill language. A notable example is the requirement for union sign-off. Let's get it straight. The intent of A-2170 is to provide a framework to support a test of the master teacher idea. Any bill that is forthcoming always needs compromises of some kind. We readily recognize that. It isn't supposed to lock into every single detail. Over the years we may see several ways emerge to develop a local district's consensus on master teachers. That is what these hearings are all about.

In conclusion, the Master Teacher Commission's Report and the bill are not inconsistent. The bill is basically what the Commission has put forward.

We have public hearings to hear from the public, and I think that is what we are trying to do at these three public hearings. Mrs. Garvin, the rest of the Assembly Education Committee, and I are quite willing to listen to everyone's testimony. With that, Mrs. Garvin, would you like to begin?

ASSEMBLYWOMAN GARVIN: John White, will you call our first speaker?

MR. WHITE: Mr. David Brandt, President of the State Board of Education?

DAVID BRANDT: Good morning. I appreciate the opportunity to speak in support of the bill. I would like to put it in the broadest possible context.

As you know, I appear as President of your State Board of Education. We like to say that we have only one constituency. It is not a part of the educational establishment. We don't represent any single part of it; we represent all of it. Therefore, I think I should try to make my remarks in the broadest context of essentially what is good for our kids.

I think it has become very clear from what you have seen, not only here in New Jersey with our Board of Education and the Commissioner, but throughout the country, that a lot of people are recognizing that the name of the game in education is attracting high-quality teachers, retaining high-quality teachers, and stimulating high-quality teachers. What this bill does and what the whole master teacher concept does is, it simply assists in a small way with the goal of bringing in the best teachers.

We all went to school, and we all know how it was one, two, three, or four teachers who really made a difference. It is crucial that we continue to provide our kids with those special teachers. This is a tiny part of the pilot program; it is a tiny part of the idea of making sure that we have those special teachers whom I'm sure Assemblyman Palaia and Assemblywoman Garvin had. It is a very small program.

You know, sometimes we get carried away with the arguments about something, and we don't realize that this is a small experiment. If we were to assume-- As you well know, we have approximately 600 operating districts, and we are only talking about choosing five out of 600. If we assume we have approximately 90,000 teachers, and if we end up with five average-sized districts, we will only have about 50 teachers going into this experimental program for three years. That is only a tiny percentage of the total teachers.

On the other hand, you know that Newark has applied to be one of the pilot districts. You know the system by which there will be a committee that will eventually make recommendations on which districts are to be selected. Of course, if Newark were selected as one, and if 5% of Newark's teachers qualify, it would be a bigger program, simply because I think Newark has about 8,000 teachers in the district. You can see from the numbers, when you include the largest district in the State, that the program would be larger.

But, even if Newark was included, I doubt if this whole pilot program would involve more than 500 teachers in the State, and we have the better part of 80,000 or 90,000 teachers. So, it is a small start, whether or not Newark is included.

The bill helps because one of the commitments that the program makes to a teacher is a three-year commitment. It is not a one-year shot; it is saying, "You've demonstrated by your past skills, attitude, and desire to participate that you would like to work that extra month and that you would like to share your skills with others." This isn't just a one-year thing; it is going to take us three years to cross-fertilize the ideas that come from teachers. This bill assists in giving people confidence that when they become master teachers, they are going to get the extra money, the extra time, and the support for three years. So, the bill elevates the pilot program from just an entry in the Governor's proposed budget to the dignity and permanence that it needs.

I think it is unfortunate that my friends at NJEA have taken the position of not supporting this. I really think that is unfortunate because the Committee who worked on this tried to structure

in the protection that the NJEA legitimately sought -- the sign-off procedure. It was fundamental. The absolute requirement that a majority of the selection committee be peer teachers was essential, we think, in order to make those who are members of the union and the teachers feel that it is going to be as fair a system as we can design.

I don't think we should forget what Albert Shanker said down in Atlantic City last year about this kind of thing. Essentially he said, "I don't like differentiation of teachers, not because they are not different, but because we don't know how to make those judgments." That is his view. But, he said, "I don't oppose any kind of system that is going to put more money on the table for teachers." His argument was essentially this: If someone said, "I have a million dollars for teachers, and the way it is going to be distributed is by putting all the teachers' names in a hat, and we are going to just draw them arbitrarily like the lottery," Albert Shanker would be for it because that would be another million dollars for teachers. Even though drawing names out of a hat is arbitrary, that is good for teachers because they would be getting the money.

I don't think we should be opposed to this system because we are going to generate some extra money and some extra work for people who are willing to do it, and who are going to be stimulated at a point in their career where many teachers lose some of the stimulation.

I suggest to you that this is a nice piece of a broader picture where we are trying to bring in the best teachers and keep the best teachers. We have modified certification; we are implementing the alternate route to certification; and, there is modification in seniority. There are a lot of pieces all going toward the same goal. Bring in the best we can get in teaching, and keep the best we have. This helps.

I hope you will release this bill from Committee and it will be supported on the floor. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you, Mr. Brandt, for coming. I have a couple of questions. I just want to clear the air. We know there has been a pilot program implemented without legislation, and I think I would be remiss if I did not make the same or similar

comments. The purpose of these hearings at this point is perhaps to amend this bill. That is why we are having the public hearings; it is so we will have comments from various groups all across the State.

I think the pilot program you were talking about is the one that has been administratively implemented where they only had nine people apply. Are you saying--

MR. BRANDT: (interrupting) Nine districts.

ASSEMBLYWOMAN GARVIN: Nine districts. Newark wasn't included at the last hearing. Are you saying that nine districts, plus Newark, have now applied?

MR. BRANDT: I believe Newark is one of the nine.

ASSEMBLYWOMAN GARVIN: One of the nine. Have we had any additional districts apply over and above the nine districts since our hearing last week?

MR. BRANDT: I think there is a twofold answer to that. The answer is "no," and the reason the answer is "no" is because there was a deadline. The deadline has passed.

ASSEMBLYMAN PALAIA: Mr. Brandt, as you know, and as Assemblywoman Garvin brought out, there are two ways to implement. One is by rules and regulations. The other is by legislation. We could have gone through the rules and regulations' route very easily with this whole scenario, but I think it bodes well that the people on the State level have found it necessary that we go through a legislative process so Assembly people and Senators are involved in it. I think you should be complimented for taking it in that vein, and I think it is a bright way to go.

MR. BRANDT: Well, I think in the last handful of years -- I've been on the Board eight years, as Assemblywoman Garvin knows -- whether that means two, three, four, or whatever, there have been many cooperative efforts made between all branches of government involving education. I think people are really concerned, and it has nothing to do with party label. People are really concerned about the quality of our public schools. There is no reason why I should care if this is Tom Kean's baby, or your baby, or my baby. The important thing is that we do it, and we do it as well as possible. If it is a good idea,

after the three years that we've done it on a small basis, we will learn a great deal. When those three years have passed, we'll say, "Hey, this was terrific, or it was fair, or it was very poor." We'll give it a report card, and we'll either say, "It was no good, and we should abandon it," or we'll say, "It needs some modification, and with modification, we'll go on," or "It was terrific; it doesn't need any change; let's just expand it."

But, how can you get a report card until you go to school and take a test? That is what we need this for; it is to keep moving along. It is not going to hurt anyone. It is only going to help a few, and if the system is good, then we'll expand it. We need those three years to study it.

ASSEMBLYMAN PALAIA: I think the last point you made is very important. It is not going to hurt anyone, although I can understand some of the teachers' concerns about divisiveness on the staff. I do understand that, but I can't see the whole educational system crumbling because we have a pilot Master Teacher Program.

MR. BRANDT: Joe, we hear the argument all the time that if this happens, it will be a disaster. There is an assumption in that argument that the people who will administer it, who will run it -- the teachers who will be in it, the administrators who will be involved -- don't care about kids as much as you and I do. That is nonsense; they do care. Those teachers are on the firing line every day, and they don't want divisiveness in their schools. They are not going to let that happen. Someone is going to come in, work an extra month, and get an extra \$5,000 for it. You are not going to be working next to that person, and at the beginning of the school year, say, "I don't like you anymore; I don't want to work with you anymore because you got money for coming in and working this summer, and you have some ideas you want to share with me." To me, that is not real human nature. People are going to work together.

There are people who come in and get paid for working in the summer now. That is nothing new. There are many districts that pay teachers to come back for a couple of weeks to work on curriculum. They get paid for it, and it is healthy. That is not divisive. It is more work, more pay. That is all in here.

ASSEMBLYMAN PALAIA: Thank you, Mr. Brandt.

ASSEMBLYWOMAN GARVIN: Thank you. With your business schedule, I really appreciate your testimony.

MR. BRANDT: Thank you, Assemblywoman.

MR. WHITE: Mr. John Klagholz, Board member of the State Board of Education?

JOHN T. KLAGHOLZ: Good morning. My name is John Klagholz. I am Vice President of the New Jersey State Board of Education, and I very much appreciate the opportunity and privilege of addressing you today on the subject of the Master Teacher Pilot Program Act.

At the outset, I wish to state my support for this legislative proposal and for the concept which the bill manifests -- namely, the recognition of and reward for superior performance.

I would like to spend just a few brief minutes describing why I believe this proposed legislation warrants the full and active support of this Committee, as well as the entire New Jersey Legislature.

That there exists a teacher who, when compared to other teachers, demonstrates a superior talent in teaching, is not a new concept. Nor, is it "new" that professional teaching staff members all across this State easily, readily and almost universally are able to identify who among them is the "master" teacher -- the one, or more than one in many cases, teacher with a capital "T" who exhibits that quality of special talent, that unique concern or level of intensity in what it is he or she does at work every day of the school year.

What is new is the willingness of someone, finally, to do a little more than issue a commendation or bestow a pat on the back.

Although verbal approval for unusual or special performance is certainly a needed and valid form of recognition, so too is a material, extrinsic system of providing certain teachers with deserved recognition by granting monetary and professional support -- an equally valid, yet most rarely employed, method. This is what this proposal would provide. This is also what the Governor's Master Teacher Proposal seeks to encourage. And, I think the timing is perfect.

Many of the reports issued by national and regional commissions over the recent past, which have described the state of education in our nation, have done so in somewhat negative terms. These reports have been viewed generally by teachers, not surprisingly, also in somewhat negative terms.

While there was, and still is, a great, almost urgent need to continue with a rebuilding of our State's education enterprise, it is most unfortunate, to say the least, that many of our teachers felt as though the ax handle was going to strike them down for the failures of an educational system. This was in spite of what many of these teachers surely felt was the evident successes of what they were doing each day.

Perhaps the reaction was unavoidable, but the reaction nevertheless occurred. This reaction was clearly demonstrated in the remarks of one teacher who was interviewed by the writers of, "A Report on Secondary Education in America," published by the Carnegie Foundation for the advancement of teaching, when she said, "You rarely get any thank you; you sometimes do from students. It is a rarity that you get any kind of thank you from the community, superintendent, school board, or administrators. There is no positive reinforcement for anything you do. There are no pats on the back. There is no reward system, no bonus..."

The recognition of and proper reward for outstanding performance which this bill would provide is most important in the plan to improve education in the State of New Jersey. Indeed, the concept of monetary award for outstanding performance is now being discussed in many parts of the country.

This concept was a major topic of many of the very long list of national reports. For example, "Action for Excellence," a report of the Task Force on Education for Economic Growth by the Education Commission of the States, notes that, "...we strongly recommend that the states create a career ladder for teachers that will help attract and keep outstanding teachers. There should be changing levels of responsibility, pay, and status for teachers as they move through their careers..."

The report of the National Commission on Excellence in Education entitled, "A Nation at Risk," reached the same conclusion earlier. It stated, "School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teachers, and the master teacher."

I do not suggest here that these and other reports are dispositive of all issues. But, I do suggest that the time for initiatives, such as you are now studying, has arrived, evidenced, at least in part, by reports such as I have just cited.

The approach taken by this proposed Master Teacher Pilot Program Act is significant in that it recognizes a warranted and valid effort on the part of governmental leaders in New Jersey to reward outstanding performance. It is equally significant in that it seeks to test the program through a pilot approach. Although, as critics claim, this program may be very difficult to implement and administer, the nature of the pilot program will objectively address the concerns of everyone and either perfect the model or vacate the proposition and look to an alternate system of reward. I am confident that the reviewers of this program will logically and reasonably determine whether or not this Master Teacher Program will prove workable. But, for now, I am convinced that Assembly Bill 2170 is a good idea that is worth a try.

I would like to reemphasize my belief that over the past few years, when all of us have experienced major and very often controversial efforts to improve the quality of education, teachers have experienced the perception that the things about which we talked and argued, and on which we finally agreed, negatively reflected individually on each of them. I realize that the issues have had the appearance of knocking teachers and of blaming teachers. Many of these issues with which we have had to deal, and with which we continue to deal, do not take cognizance of the good teachers, nor do they commend unique instructional efforts. On the contrary, we have been striving to "correct," which implicitly requires a concentration on the "negative." I cannot apologize for this perception, for I feel it is

an inevitable and unavoidable part of the process. But, the time has arrived for us to take a moment and renew our faith and belief in the majority of teachers in our State who deserve our trust and our confidence. And, the Master Teacher Program does just that. The Master Teacher Program does that by recognizing the special abilities and successes over time, potentially of many teachers, and thereby of most teachers. This program provides that recognition, not with just a pat on the back, but with real opportunities to profit -- financially, as well as professionally.

I believe the proposed Master Teacher Pilot Program Act is a very good idea and is very much worth a try. We should seize the opportunity to attempt a successful effort with a valid approach. And, I can see nothing wrong with making that attempt.

Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you. With regard to your comment on Page 3, the second paragraph, I think you must know the way our Committee works. We are a bipartisan Committee, and I dare say perhaps one of the fairest in Trenton. One of the things we didn't permit before-- We feel teachers have been over-burdened. Your statements that deal with the negativeness of teachers is something all of us must begin to try to turn around.

MR. KLAGHOLZ: Absolutely.

ASSEMBLYWOMAN GARVIN: When we go into our legislative process to amend the bill, which will impact on the program, you can believe that it will not impact where any segment of the educational system is hurt. That is why we are having the hearings. It is because we feel the bill is important, but as legislators, we also feel that we must get a broader point of view than we get directly from administration many times.

MR. KLAGHOLZ: Indeed, Assemblywoman. I agree with you. The point, at least from my perspective, that I think needs to be emphasized is, in spite of all of the value and worth, or the absence of such in some people's minds, of all these national reports, and in spite of the reasonableness and logical efforts of the State Department to implement certain changes, it is unavoidable that teachers, as

individuals in classrooms today, seem to get the perception that, "Gee, they are telling me I'm no good when I know that is not the case." I think that is terribly unfortunate. I think it is certainly regrettable that some of the issues with which we have dealt so far seek to point out those individual teachers and reward them with more than just a pat on the back. This proposal does that, and whether or not it is amended to include a majority point of view -- that is, the teacher majority representative -- or whether or not there are community members, school board members, or administrators is not so much the point in my view as is the need to do something positive for a change. As was pointed out by the State, the last two or three years have been pretty tough times for teachers. That is necessary in retrospect, but nevertheless regrettable.

This proposal, however it is amended, will not produce that negative result. I am satisfied that those master teachers are not so obscure or hidden that whatever process is involved will not find them. I think we know who they are; I think every teacher in that school knows who they are. This proposal would point them out and allow them to profit professionally, as well as financially, and I encourage that.

ASSEMBLYWOMAN GARVIN: Thank you very much. Assemblyman Palaia, do you have any questions?

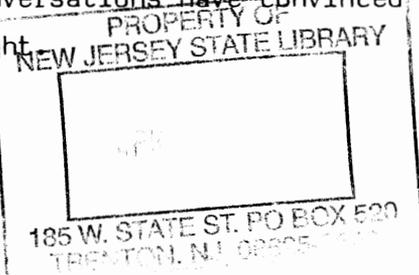
ASSEMBLYMAN PALAIA: No.

ASSEMBLYWOMAN GARVIN: John?

MR. WHITE: Rick Mills representing the Governor of New Jersey?

RICK MILLS: I would like to thank you for the opportunity to speak on behalf of the Governor today in support of Assembly Bill 2170.

Last week you heard Cary Edwards speak about the Governor's strong determination to see a master teacher concept tried in New Jersey. I really want to reemphasize that. The Governor is determined. As you know, he asked for such a proposal more than a year ago at the Joint Session, and since that time, his experience and conversations have convinced him that recognizing excellent teachers is right.



I think these public hearings are what the idea deserves. Obviously, people need to hear about recognizing, and the importance of recognizing, outstanding teachers. As earlier speakers said, I would agree that the idea is simply too fundamental to be left to an administrative agency. It deserves to be elevated to a legislative commitment. That is what these hearings are doing, and that is what this bill would do.

I think Assembly Bill 2170 is really a notable bill for several reasons. First, it recognizes that we have to actively attract and keep outstanding teachers. It is notable because it provides for a pilot test. Beyond that, it provides for an evaluation to make certain that the money we ultimately spend is spent wisely. It is also notable because the teachers themselves would make up the majority of those who would select from their peers. It is notable because it defines the criteria by which we would recognize a master teacher. Those are very tough standards. I think they are the kinds of standards that most people have in the back of their minds when they think back to their own experiences and say, "That was a great teacher." You have taken those standards and put them in a bill.

I would also like to acknowledge the efforts of the Governor's Commission on Master Teachers. Those people got together to design a program very carefully, very slowly, and I believe very fairly. Look at the membership of that Committee; it reflects the broad public interest in keeping excellent teachers in the classroom.

Again, most importantly, teachers were represented on the Commission. Edythe Fulton was a full participant on the Commission, and I am told that she supported the final report. It was a good-faith negotiation effort to work out the differences, and yet something happened after the agreement was reached.

It is very disappointing to me to see that the Association -- NJEA -- has blocked all but 10 districts from applying for the Master Teacher Program. The Association participated in the design; their ideas were heard; their ideas were incorporated; their representative agreed with the report; and, now they object. To what do they object? Do they object to the participation of their president? Do they object

to the idea that excellent teachers should be rewarded? Do they object to the idea that teachers themselves should be the ones to select master teachers? Surely they don't object to the public involvement in and support for public education that is demonstrated by these public hearings, demonstrated by this Committee, and demonstrated by the Governor's Commission. Do they object to the reasonable efforts to convince the best teachers to stay where they belong -- in the classrooms? Or, do they object to the belief that reasonable ideas to improve education ought to be tested first before we spend a lot of money on them?

I think if they object to these things, I would suggest that they just don't care about what ordinary people are saying. Everyone of us can recall at least one master teacher. Those were people who did something beyond. They did more than others, and they weren't paid for it. They are still doing something beyond, and they are still not being paid for it. I think it is time to give the master teacher idea a test in New Jersey. If it works, as I think it will, maybe we can keep some of those outstanding people in the classrooms in front of children.

Again, thank you very much for the opportunity to be here.

ASSEMBLYWOMAN GARVIN: Okay. We are always honored when the Governor honors our hearings with his views and his presence. We thank you for your concern. I would like to doubly thank you because you have recognized how the Committee process will work. I think we have already committed ourselves to the concept, and we are also committed to possible amendments so that it will work more effectively. I am glad that you acknowledged that as a part of the process. Thank you.

MR. MILLS: Thank you very much.

MR. WHITE: Edithe Fulton, President of the New Jersey Education Association?

EDITHE FULTON: Good morning.

ASSEMBLYWOMAN GARVIN: Good morning.

MS. FULTON: It is nice of you to have me here. Before I read my prepared statement, I would just like to clarify a couple of things I heard brought up by the previous speaker, and perhaps by others, as far as my information from last week's hearing is concerned.

Rick said that teachers were represented, and that was by way of Ray Peterson from the AFT, and myself, but I must candidly say that I was really the closest person resembling a K through 12 teacher on the whole Commission. As you know, I have been on leave for the last three years; however, I remember my last class very vividly. Indeed, I think I was perhaps the only K through 12 classroom teacher on that Commission.

I would like to clarify my role there once and for all. I have heard it bandied about, and I have really refrained from doing that up to this point because I know the members of the Commission know why I was there, and I know they very clearly understood my position from the very first meeting. Knowing that there would be a document produced, it was our choice and our decision to participate in the writing of that document, which I did. I think the document shows very clearly that we were there as an organization. However, from the very first meeting, I said to the Commission members, "I am not here to deliver to you the 90,000 participants and members of the classroom staffs in this State into this concept as being the NJEA representative saying, 'I will sign off on behalf of all the members.'" They understood that very clearly, and I think they accepted that. In fact, they said, "Well, thank you for making it very clear." So, I really want to clarify that.

What I voted on, and what I think every member of that Commission voted on, were the words in that document. There was a paragraph in the final document of introduction that had to be changed at our last meeting because it, in fact, said, "We support this. We will more or less go back and sell this to our Association." That paragraph was changed at the behest of Ray Peterson and myself, with the final agreement of the Commission, to say that, "We support this document as it is written to be forwarded to the Governor." There were some attempts, both from the Department and the Governor's office, to change the document in several areas, and I really applaud the Commission members for sticking to their guns. We did write every word of that document, and we signed off on it. I think that was very clear. One member said, "Well, we have to go back and sell this to our

respective Associations." I said, "Well, if that is what the vote means, then I cannot vote on this. I would just as soon abstain."

It was decided that the vote meant that we signed off on the words in that document so that as it was written -- not changed -- it should go to the Governor, and the Governor could make his decision as to whether or not he wished to accept it. If members of the Department of Education have not communicated that to the Governor's office, then they have been remiss.

Having said that, we felt that it was important to have a role in implementing any educational initiative. No one knows better than I how diligently that Commission worked to avoid the problems that are common to such plans.

The essential concerns that NJEA has with the program were not, however, within the purview of that Commission. First of all, the concept of "master teacher" is one that promotes the view that somehow there is a finite number of excellent teachers who can improve education by being so named and rewarded financially.

We disagree with that view. All teachers are essential to the success of education. All of them strive for excellence. And, of course, it is the 5% limitation imposed by the Governor that we also find fault with. To designate a small number as "master teachers" is to almost denigrate the others.

I am reminded of a merit pay plan imposed in a Pennsylvania district two years ago, when 10% of the staff received bonuses. The other 90% were devastated. One said, "My family wants to know why I'm not a good teacher." That sense of defeat and low self-esteem will arise in New Jersey too.

We know that only a small number of districts have applied to participate in the program. Some have laid the blame for the lack of interest on NJEA. That is convenient, perhaps, but erroneous.

NJEA's elected representatives opposed the plan in a most specific fashion on November 10, just five days before the filing deadline. Superintendents were busy talking with locals as recently as last June to get their input and support. I must say that I give our districts credit for participating, for sitting down and looking at all

the options, and for coming to their own conclusions as to whether or not they wished to participate. I have heard that there were 50 or 60 districts interested. Why are there only nine now? I would say, more than likely, that there were 60 or 70 superintendents, not districts. And, why only nine? Perhaps those 60 or 70 groups did what we know our groups did; they sat down and looked at the ramifications of entering into such a proposal.

Yes, we did advise them of potential problems. That is our job. But, they made their own decisions.

The lack of interest is a grass-roots response, just as our Delegate Assembly's decision to oppose the plan came from our membership.

Today, however, it is not just the Governor's Master Teacher Plan that we are looking at. It is legislation to write such a plan into the law books of the State of New Jersey.

We have two problems with this bill. The first is, why is any legislation needed? This is a pilot project already being implemented by the Department of Education. Our second problem is that a key provision of the plan, as devised by the Governor's Commission, is missing. That provision requires approval of the plan by the local teachers organization.

I submit it is essential that staff be willing to participate in the program; otherwise, it is doomed to failure. Our classroom practitioners are weary of having so-called reforms imposed on them. Nothing works in a school unless it has the cooperation and support of staff. If a district is allowed to institute a master teacher program without staff consent, the problems that any such plan raises will multiply.

We wonder, frankly, whether some are using this bill to sidestep the Commission's plan. We do not believe the sponsor is. While we disagree on this particular issue, we know that Assemblyman Palaia is an honorable person who honestly believes that this idea will improve education.

That brings us to the crucial issue -- providing for the best quality of teaching. We must keep the good teachers that we have, and

we must work to attract talented people to the profession. We are having problems doing that now. This program will not help; indeed, it may hinder our efforts.

No one will enter the profession in the hopes that in seven years, he or she will enter a select group of 5%. This program, then, does not help us attract good people to teaching.

Many excellent teachers not in the 5% may well leave teaching in disgust, feeling unappreciated for their talents and their efforts. Thus, the program may actually drive good people away.

The larger impact will be to promote divisiveness and distrust. Research tells us that building an atmosphere is the key to the best education. That means cooperation, trust, a feeling of being appreciated, and a strong sense of self-esteem.

A program that isolates 5% of the faculty, especially one that requires no approval by the teachers' representatives, will be counterproductive.

It is the profession itself and our nearly 90,000 school staff members who need recognition and better pay. The State would find its money better spent on programs to improve the pay of the profession, to improve professional development, and to provide special grants for innovative programs.

We all have the same goal -- the best education for New Jersey's students. This program, I'm afraid, does not help; it hurts. This legislation will compound those weaknesses.

With the program already being implemented, I urge you to avoid legislation entirely. It is unnecessary. And, if you do pursue this bill, at least make it compatible with what the Governor's Commission devised. The Commission agreed that staff approval is essential, and so should you.

If I could share with you a document that was used by a district to ask for input from their teachers, one very poignant paragraph that I think sums up how the grass-roots feel-- I am privileged to have this come into my position and be able to share it with you. One gentleman wrote, "Before implementing a program that grants \$5,000 to master teachers, I would like to see all of us granted

a wage that our families can live on. The fact that it took me 11 years to crack the \$20,000 bracket a year with a Master's Degree is ludicrous. Because I am a teacher, I am forced to work extra jobs to support my family. I do not mind hard work, but I truly resent being grossly underpaid in relation to the effort I give. Ask the officials in Trenton, how am I supposed to own a home, raise a family, and maintain a decent life style, when I don't even bring home \$15,000 year?' I love working with kids, but how about my own children and their security? I do not expect to be paid as much as workers in private industry. I accepted this position knowing that financial sacrifices would have to be made, yet at this point in time, our salaries are not even fair. Forget the master teachers; take care of all of us, and give our families some respect because it is they who sacrifice and suffer the most."

Thank you.

ASSEMBLYWOMAN GARVIN: Thank you for your testimony. I just have one comment. At the introduction of this bill, the thinking was that we could better protect all of our teaching members, rather than have something even in the name of a pilot imposed on the educational system. We have had problems with that process. We feel, as legislators, that there are some things that should go the legislative route. When you said that no legislation was needed, I just wanted to share with you that we thought-- We almost have to inject ourselves in an issue like this so we can have input, and not have something, if you will, rammed down local districts throats or what have you. The intent was not to include-- I understand we do intend to amend the bill. I wanted to make that comment.

Assemblyman Palaia?

ASSEMBLYMAN PALAIA: Yes. Ms. Fulton, I enjoyed your remarks, and as usual, they were right on target as to the way NJEA feels. I can sympathize with many of the statements you made.

The last statement about the individual teacher was very poignant. The salaries, obviously, are where it is right now. I wholeheartedly support, and I am a cosponsor of Assemblyman Doria's bill to begin teachers at \$18,500. I think that is long overdue. If

we are going to spend a surplus of our budget, there is no better way, I don't think, than to implement that and give it to the teachers in salary form.

You mentioned a teacher making \$20,000 after 11 years. I have a daughter who after five years is making \$15,000. That is after four years of education and striving to go on for a master's. It is really ludicrous, and I think that has to be looked at.

Regarding a couple of comments about possible amendments for teacher sign-off and/or the selection committee having a majority, those have already been developed. We are waiting for all of our hearings.

I have heard from the NJEA; I have heard from the New Jersey School Boards Association. I am waiting for both of the amendments that have been proposed, and, in fact, I have them both right in my briefcase right now. They are being considered very seriously, so possibly, at the end, we will sit down with everyone again. We have a very fair chairperson here; I want you to know that. When she said we are bipartisan, we truly are. Even though I might be in the minority on this Committee, we work together very closely to develop the best possible bills. I think that is why we have such a high rating for our Committee.

Your thoughts are going to be discussed and taken into consideration.

MS. FULTON: In light of the \$18,500, one of the statistics that we uncovered last year when we were developing the bill was that at that time, there were 22,000 classroom practitioners with up to 10 years of experience who were making less than \$18,500. You can understand that if the climate were different out there -- if the \$18,500 had been in place for a couple of years, as it may well be after this pilot project is over -- perhaps the climate would be different. People would feel that there was an effort made to do something to upgrade the whole profession, and then let's look at perhaps some icing on the cake.

I do truly feel that people out there do not see this as a reward. They see it as a separating divisive tactic because it has

happened before in projects within other districts. People have been doing this district by district for many years with different plans. They usually come across the bargaining table. I think that when push comes to shove, the reason they disappeared was a mutual agreement between everyone. They just weren't working.

I think perhaps some years down the road, should the minimum salary bill really get off the ground, there might be a different climate. I just don't think it is there now.

ASSEMBLYMAN PALAIA: You know, you made another good point about the overall picture. You have been in education and so have I, but people fail to realize that if something goes wrong, it is not just one particular phase of a school system. It has to broadly include the Board of Education, the administration, the teachers, the parents, and the students. Too often they say, "Our teachers are at fault," or "The Board is at fault." I don't look at it that way. I look at it in a broader sense -- that we all have to work together within a framework. If something goes wrong, it is really the fault of everyone. At some point in time, everyone has to uplift this thing, and to put all the blame per se on all of the teachers is obviously wrong. If the teachers are functioning, then the administration should be part of that, and then the Board should be part of that.

I resent the fact that the word "teaching" is so over-simplified, and that people take it so much for granted. I resent that terribly. It is a very, very difficult profession, and we have to work together. Pulling it apart certainly isn't going to solve many of our problems.

I appreciate your testimony.

MS. FULTON: If the amendment to have a sign-off is particularly one that is being considered, I think Mildred's comments about not having mischief would certainly be ensured by having that sign-off. If you don't, I'm afraid it will be open to a lot of mischief.

ASSEMBLYMAN PALAIA: Yes, it is seriously being considered.

MS. FULTON: Thank you very much for your time.

ASSEMBLYWOMAN GARVIN: Thank you, Edithe.

MR. WHITE: Mr. Charles Robinson representing the New Jersey School Boards Association?

ASSEMBLYWOMAN GARVIN: If there is anyone here who isn't on the list and would like to speak, will you kindly see Mr. White? Also, if there is anyone who has an urgent reason to leave, will you see John White so he can adjust the schedule? Okay, Mr. Robinson, I'm sorry.

CHARLES ROBINSON: Good afternoon, ladies and gentlemen. My name is Charles Robinson. I am the Vice President for Legislation for the New Jersey School Boards Association, which represents the State's 611 school districts. As you know, the Master Teacher Pilot Program Act is a bill implementing a key component of Governor Kean's "Blueprint for Education Reform," and is an idea endorsed by several reports on excellence in education.

A-2170 closely follows the substance of the Governor's Commission on Master Teachers, a Commission on which our immediate past President, Bernard Kirshtein, served. The NJSBA endorses the concept, supports the bill, and hopes the entire experiment is a resounding success. It presents a reasoned and moderate approach to what could be an extensive innovation in New Jersey public education. In addition, the idea to start slowly by using volunteer pilot districts is a good one.

The Association has a few suggestions for improvements. The most serious concern deals with the eligibility of districts. According to the criteria set forth in A-2170, as many as 91 school districts, or 16% of all operating districts, could be excluded from participation in the program. By stipulating that a district may nominate up to 5%, but not less than 2%, a decision has been made to exclude all districts with fewer than 20 teaching staff members. We believe this decision to be somewhat arbitrary and unfair. The master teacher concept might well work best in a small rural setting. How are we to know? At the very least, these districts should not be precluded from applying. To enable all districts to nominate at least two teaching staff members, amendatory language indicating that any district with less than 40 teaching staff members may nominate up to two teachers should be adopted. Related also to participation, the

Governor's Commission Report clearly has language making individual teacher participation voluntary, but the bill leaves this language out.

An additional concern of NJSBA is raised by inclusion of language stating that no master teacher program shall be accepted unless it has been approved by the District Selection Committee. As written, this statement appears to preempt the decision-making authority of the local Board of Education. Practically speaking, it is hard to imagine a local Board rejecting a program devised by the District Selection Committee it authorizes. Nevertheless, language precluding such action negates an important check and balance feature in the operation of the public schools. No other internal policy decision, such as the approval of textbooks or courses of study, are left to the ultimate discretion of staff. A master teacher program should be no exception.

Finally, there is the matter of a separate yearly evaluation of the master teacher. In addition to that provided for all teaching staff, the master teacher should be given an additional evaluation, both to formally ascertain progress in accomplishing the goals in the position, and to determine fitness for continuation in the program. The Governor's Commission originally suggested such an evaluation component be built into the program. We agree.

Again, this is basically a good bill, reflecting much of the work of the Governor's Commission. It provides an opportunity for the master teacher concept to be thoughtfully tested and evaluated. Although the Commissioner of Education has somewhat run ahead of A-2170 by issuing his own request for a funding proposal (RFP) for master teachers, it is a good idea that A-2170 be passed and signed into law. Such enactment would not only raise the visibility of the experiment, but it would increase its validity by carrying the stamp of approval of not only the educational community, but the legislative community as well. Its enactment also carries the additional safeguard that money for the program will be formally appropriated, rather than informally, in the 1986 budget preparation process.

ASSEMBLYWOMAN GARVIN: Thank you very much for your testimony. I think Assemblyman Palaia has a question.

ASSEMBLYMAN PALAIA: Just to reiterate to you, Mr. Robinson, as I did to Mrs. Fulton, I have received the amendments from the New Jersey School Boards Association. They are also being seriously considered by the Committee. Some of the points are very well taken, and I think they were just oversights in the drafting of the bill. Others are going to be a little more controversial and will have to be worked out.

MR. ROBINSON: We probably understood that they were oversights. One of the things that is good about the hearing process is that it allows people to come before the Committee to state the things they have looked at. I think the openness of the process is what enables this kind of legislation to work and become effective.

ASSEMBLYMAN PALAIA: I agree.

ASSEMBLYWOMAN GARVIN: Thank you very much. John?

MR. WHITE: Marie Panos, teacher from the Matawan Regional School District?

MARIE PANOS: Assemblywoman Garvin and Assemblyman Palaia, good day. I am Marie Panos, and I have been a teacher in the Matawan/Aberdeen Regional School District for 22 years. For the last 18 of those 22 years, I have also served as the President of the Matawan Regional Teachers Association.

I am here today to discuss with you my concern about the Master Teacher Program as proposed by Commissioner Cooperman and A-2170. I wish to thank you for the opportunity to present my views to your legislative Committee, and I would be happy to answer questions as well.

On Saturday, November 16, I read a newspaper article that was written from a press release issued by the State Department of Education announcing that 10 of the 600 districts in our State had applied for the Master Teacher Program. Imagine my surprise when I read that the Matawan/Aberdeen Regional School District was listed as one of those 10 districts. The Program application required the approval of the local Board of Education and the local Teacher Association.

In our district, the matter was never discussed and approved at a public meeting by the local Board of Education. In addition, at no time, until late yesterday afternoon, did an administrator in the district discuss the Master Teacher Program with us or request our endorsement of such a program. Instead, our Superintendent, Dr. Hall, who also serves as president-elect of the NJASA, the New Jersey Association of School Administrators, arbitrarily sent a letter to Commissioner Cooperman, notifying him unilaterally of his interest in implementing Dr. Cooperman's program in our district. Dr. Cooperman's office accepted that letter in direct violation of the regulations that required the signature of the President of the local Teacher Association, and then listed our district as one of 10 applicants in their statewide press releases.

These arbitrary and rather political actions only reenforce our views that this Program, if implemented, will be used and abused for local and State political patronage, rather than for its stated purpose.

I am opposed to the Master Teacher Program as presented by Commissioner Cooperman for several reasons:

1. It will not improve the quality of education in our schools;
2. It will destroy the collegiality that is the necessary core of a fine teaching staff;
3. It will create an educational caste system;
4. It will create one more step in an educational hierarchy that already stifles teacher creativity and ingenuity, and reduces the bulk of the teaching profession to academic serfdom; and,
5. It provides one more opportunity for administrators to dole out appointments and stipends to friends and lackeys.

How many horror stories do we need to hear before we put a stop to this?

I would like to tell you about a program that the Matawan Regional Teachers Association proposed and initiated in our district.

Three years ago, the teachers in our district complained to us about the poor quality of programs offered on the professional

workshop days. The MRTA proposed that a provision in our local Teacher Association contract calling for a Professional Relations Committee -- something we call the PRC -- be implemented.

The PRC was formed, and it planned a needs' assessment instrument to be used in the next full-day workshop. That questionnaire and workshop showed us that our teaching staff wanted to participate in meaningful curriculum work, and wanted the opportunity to address key concerns they had about their work as teachers.

We were impressed with their enthusiasm and their level of professional responsibility. The PRC worked for several months developing a structure that would allow our entire teaching staff, now 360 members, to participate in a curriculum development project that we hoped would be ongoing. We worked closely with, and were encouraged by the Deputy Superintendent of Schools, who, unfortunately for us, moved this past July to another district to be Superintendent. His enthusiasm, sincerity, and genuine support for participatory democracy helped us launch the project.

The 360-member teaching staff was divided into 32 study groups based upon grade and/or subject. We considered very carefully how those 32 groups would function. We chose not to have an administrator chair each group. Instead, we asked one member from each group to serve as the contact person. Once again, we were greeted with enthusiasm and a genuine willingness to volunteer to help and do what needed to be done.

Last year, the PRC project was launched. Staff members worked together during two full-day and nine half-day workshops in their respective groups. Three representatives from the PRC met frequently with the group contacts to guide the process of curriculum study, review, and development. A great deal of work was done by enthusiastic and involved staff members. Teachers who had never had the opportunity on an organized basis to work with each other suddenly found that their concerns were not unique, but were shared by others. Ideas, problems, and suggestions were discussed. Teachers helped each other and exchanged successful techniques. Juices were flowing. Ideas were discussed. A staff was energized. Professionals working together

on a collegial basis were taking important steps together in the improvement of their teaching and the quality of education that can be offered to our students.

It was an exciting first step. The enthusiasm and the invigoration of the staff was reflected not only in the PRC committees, but also in the classroom where teachers tried new ideas. More importantly, they felt good about themselves and the important work they were doing as teachers.

That project needs to continue. It has only taken its first step. There are many more steps to take. This year it has faltered because of the lack of administrative support. Dr. Val Karsal has left our district, and the remaining central office administrators have ignored our repeated requests for meetings to discuss some concerns we have which need to be resolved before the PRC process can continue.

Why was the PRC project so successful last year? It was successful for many reasons:

1. It dealt with teacher needs as identified by them;
2. It provided hope for meaningful work that would directly help teachers teach; and,
3. It was not directed by a hierarchical figure. Instead, a group of professionals worked together democratically. Collegiality reigned supreme.

To me, that was the key reason for our success. Administrators did not rule or direct teacher behavior. Instead, teachers assumed responsibility and got involved in identifying and solving problems.

On one issue, one teacher in the group might serve as the master teacher in solving that problem. The very next issue might bring another teacher to the forefront with the experience and the expertise to provide a solution. Each teacher's talents were drawn upon. Teacher mastery was being developed on a massive scale.

The Master Teacher Program, as developed by Commissioner Cooperman and A-2170, would select 5% of a staff in five districts in the State and recognize that 5% for its expertise, mastery, and extra work.

Our PRC project in Matawan encouraged 100% of our staff to develop mastery and to renew their enthusiasms for their work. How can we identify 5% or 20 teachers in our district and ignore the remaining 340?

We cannot accept the Master Teacher Program. It would undo all of our work, and more importantly, it would not help the quality of education in our community. Instead of mandating the Master Teacher Program as a rigid program, offer grants to local school districts to develop their own unique plans for the improvement of schools. Instead of giving 20 teachers in Matawan \$5,000 each, give the Matawan Regional Teachers Association the \$100,000, and I'll show you what I can do. (laughter) No, I'm sorry. As I read it, I thought it was rather humorous, but if you would like to do it, we'll take the money and move on. (laughter) Instead of giving 20 teachers in Matawan \$5,000 each, give the Matawan Regional Teachers Association the \$100,000, and let us use that money to further our PRC project. It would provide:

1. Money for teachers and outside experts to run in-service courses after school for our teachers;
 2. Money for workshops and guest speakers;
 3. Money for the extra work of the writing of curricula;
- and,
4. Money for substitutes so teachers could visit other schools, classes, etc. to see successful teaching methods.

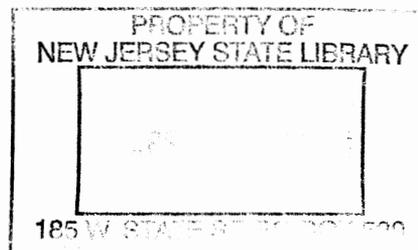
That \$100,000 would reap greater returns if given to a full faculty instead of giving it to just 20 teachers. Why should 340 others work so enthusiastically when only 20 are recognized and paid?

No, I cannot support the Master Teacher Program as it is written. I want the improvement of instruction. I want quality education for all students. I want proper recognition for the teaching profession, and I want the democratization of the educational structure.

Once again, my thanks for allowing me the opportunity to present my views. I would happy to answer any questions.

ASSEMBLYWOMAN GARVIN: Thank you very much for a fine presentation.

MS. PANOS: Thank you.



ASSEMBLYWOMAN GARVIN: You truly had some new thoughts.

MS. PANOS: Thank you. I hope you will consider them.

ASSEMBLYMAN PALAIA: Mrs. Panos, in your testimony, you stated that of the 360 teachers, we would only be recognizing 20 under this plan, and that they should all benefit.

Do you believe in your educational system, or any other throughout the State of New Jersey, that all teachers are on the exact same level in their presentation before students? Do you really think there are 360 excellent teachers, say in the Matawan Regional School District, or do you think there is a disparity somewhere along the line?

MS. PANOS: I think there are 360 excellent teachers in Matawan. I think there are differences though. I think different teachers have different abilities and different talents. Who is to say which talent should be compensated this year? There are those teachers who might have a very fine working relationship with children by helping children who come from broken homes and who perhaps have very severe personal problems. There are other teachers who may be very academically talented whose concerns would be with the academic approach. I could not say to you that every teacher in Matawan is a cookie-cutter model. Of course not. There are some who are superb and magnificent, and no matter how hard we try, not all of us are ever going to be that good. There are some of us who are very good; there are some of us who are good; and, there are some us who perhaps need re-invigoration, redirection, and assistance.

What we are saying is, if you create an education caste system where you identify an arbitrary number, such as 5%, then what you do is, you discourage those people who perhaps need the help the most. They then become defensive when they simply become one more person on the ladder to deal with. But, when that person is a fellow teacher, one isn't inhibited from saying, "I really have trouble with kids who have reading difficulties. I notice you seem to really do very well with them. What do you use?" When we are equals and we are peers, we ask each other for help. We get it, and we don't feel threatened.

Right now, as a classroom teacher, I am at the bottom of the hierarchical scale. There are the teachers; there are the assistant principals; there are the principals; there are the directors of elementary education; there are the assistant superintendents; there are the deputy superintendents; and then there are the superintendents. Teachers are at the bottom. What you are saying is, that structure is going to have one more step added. Of course, it will be the next to the bottom step. It is not going to be at the top. It will be the master teacher. The average classroom teacher will feel that that teacher has left the collegial grouping and has become part of the hierarchical structure which perhaps is not as supportive and helpful of the average classroom teacher becoming a better teacher.

So, I would agree with you, Assemblyman Palaia, that they are not all the same, but we're all great.

ASSEMBLYMAN PALAIA: All right, let me ask you something about the PRC. I think your school district should be complimented because the way you described it -- I hadn't heard about it before -- it must be an excellent program. The problem is, in many of our almost 600 districts, we don't have schools developing those types of programs where it is give and take. I think if they all did that, that would be fine. You wouldn't have a need for any kind of a master teacher program. I think that by bringing yourself up to a level-- I think that is what this bill is trying to do. It is trying to motivate teachers; it is not trying to set up a staff of hierarchy. That is not really the basis of the bill. It is trying to motivate those teachers who are possibly in the good to average range to try to improve themselves.

Now, whether the bill can do that or not, remains to be seen after the three years of experimentation.

As far as your PRC program is concerned, I would have no qualms if the schools wanted to undertake that. It is just that at some point in time, school districts aren't doing that. They are laying back and just sort of putting in the time. That is not right. I can't say it is happening in many school districts, but it happens in

some. You should be complimented for having that program in your district. I would like to see it go on if administration will allow it.

MS. PANOS: Perhaps you could suggest that.

ASSEMBLYMAN PALAIA: I will suggest it to Dr. Hall or whomever.

MS. PANOS: We would appreciate it very much. Thank you.

ASSEMBLYMAN PALAIA: Thank you, Marie.

ASSEMBLYWOMAN GARVIN: Thank you very much. John?

MR. WHITE: Dr. Barry Gleim, Superintendent of Glen Ridge Public Schools?

DR. BARRY GLEIM: Assemblywoman Garvin and Assemblyman Palaia, thank you for the opportunity to testify on this critical proposal.

I am Barry Gleim, Superintendent of Schools in Glen Ridge, Essex County, and I am a resident of Monmouth County. I am a member of a family of six educators, and I have been in the business for 20 years. During the past 17 years, I have spent considerable time in the recruitment, procurement, and retention of classroom teachers in four separate states in my various capacities as a school administrator.

I consider it my highest priority to have strong teachers who are well-versed in their subject matter specialty, who understand the process of teaching and learning, who can share that process with their colleagues, who are dedicated to assist the youth of our schools, and who are recognized by their colleagues and supervisors as master teachers.

It is gratifying to note that our Governor and our Commissioner of Education have joined hands toward the common goal of improving the quality of teaching in New Jersey. Both gentlemen are pragmatists. They realize, as Governor Kean noted in his "Blueprint for Educational Reform" on September 8, 1983, that the outstanding individuals whom we seek to keep in our public schools need goals, incentives, and recognition for which to aim, as do all other professionals. If they aim for excellence, they should be rewarded.

Perhaps this was Dr. Cooperman's message when he addressed the members of the New Jersey Association of School Administrators and

the New Jersey School Boards Association at their first annual spring conference on May 1, 1983. The Commissioner reminded us that evening that we have a choice during most of the moments of our lives. We can let things go, we can put in just a little effort, or we can turn in our best performance. The choice is up to us.

I commend each member of the Assembly Education Committee, Assemblywoman Muhler, and Assemblymen Villaine, Doria, and Bennett for introducing A-2170. In so doing, the Committee has subscribed to the philosophies of our Governor and our Commissioner on this issue. It not only represents bipartisan legislative support, but if enacted, it would become statutory. A signal would be sent across our State immediately. All concerned with quality education would receive the message that the Legislature has joined the Administration in a commitment to our most outstanding teachers. Recognition of those who strive for excellence will have been noted.

My testimony before the State Board of Education on November 16, 1983 on the Alternate Certification Proposal had a similar theme. I cited, among other things, that day, as I wish to cite again today, the National Science Board Commission's statement on "Educating Americans for the Twenty-first Century." Top priority must be placed on retaining teachers of high quality and providing them with a work environment in which they can be effective. Surely, this is a first step towards the goal of teacher improvement.

The master teacher initiative is a modest pilot program of significance. Five school districts will be afforded the opportunity to identify problems and work toward their solutions. The truly exceptional teachers will have an incentive to remain in the classroom. Their talents will benefit children for many years to come. The instructional programs of these five districts should improve since the teachers selected will spend their eleventh month in instructional improvement efforts.

How many times is there a project which requires assuming an amendment, a joint commitment from the key members -- the teachers, the board, and the administrators -- of the system? There would be a great sense of ownership. The teachers would have a significant voice in the

selection process, and the teachers whom they have selected would be committed to aiding colleagues in professional matters.

The Administration and the Legislature can have a significant voice in the improvement of the quality of instruction in the classrooms of the public schools of New Jersey. The Alternate Certification Plan, the seniority regulations, the \$18,500 a year minimum salary, the Academy, and the Master Teacher Plan are all positive efforts which must be given a change to demonstrate effectiveness.

Let us consider carefully the remarks of Professor Lee Shulman during an address at the Stanford University Alumni Conference on May 14, 1983, when it was noted that classroom teaching is more difficult than being a physician. Professor Shulman stated that, "The toughest task experts face is managing complexity and making decisions under uncertain, unpredictable conditions. The physician trying to diagnose an individual patient has less complexity to manage than the teacher at ground zero facing 22 to 40 young people. Where physicians often confront the chaos of the emergency room and hard decisions about the dying, teachers face a more subtle and insidious stress, especially when someone's mind is slowly dying in front of them."

Teaching is tough. It is the most important profession. The most talented, able, and committed individuals who strive for excellence are needed in the classrooms.

Your endorsement of the Master Teacher Pilot Program is your recognition of the importance of the educational system. Our master teachers must be rewarded, and they must be given additional opportunities and time to serve in key positions as instructional leaders. Improvement of the quality of teaching will assist those in leadership positions who have as their primary goal providing the assistance required to allow each student to achieve his maximum potential.

Thank you for caring about the future of our children.

ASSEMBLYWOMAN GARVIN: Dr. Gleim, I would like to thank you for a marvelous presentation. On Page 2, where you spoke about the Legislature joining the Administration in the commitment, I think that

is what this Committee is all about. We appreciate your putting that kind of message on our record, because that is really why we were concerned.

ASSEMBLYMAN PALAIA: I would also like to compliment you, Doctor. I have tried to reiterate during my 33 years of education-- When you read your last paragraph starting with, "Teaching is tough," you underlined the word "is." You know, that is what I said a few speakers ago. It is difficult, but you have put it in such a masterful way here. It is one of the nicest presentations we have heard during these past two weeks, and I thank you for your comments.

DR. GLEIM: Well, thank you. You have to understand, I had that drilled into my head from a young age.

ASSEMBLYMAN PALAIA: Yes, I did too, by the way. There are four of us in our family -- three principals and a teacher, plus my daughter. So, we come from educators too.

ASSEMBLYWOMAN GARVIN: Is that the boys' network at work?
(laughter)

Okay, thank you very much.

DR. GLEIM: Thank you for having me.

ASSEMBLYWOMAN GARVIN: Okay. John, would you introduce our next speaker, please?

MR. WHITE: Representing the Principals and Supervisors Association, Russell Stanley.

RUSSELL STANLEY: Thank you, Mrs. Garvin, Assemblyman Palaia, and members of the Assembly Education Committee. My name is Russell T. Stanley, and I am President of the New Jersey Principals and Supervisors Association. I come before you today to offer our support for the Master Teacher Pilot Program.

We believe strongly that there are excellent teachers in every district who are known and respected by their students, colleagues, and communities, but who are not formally recognized and acknowledged as master teachers. We also believe that many of these quality teachers may not remain in the field of teaching if incentives, such as recognition and compensation, are not provided.

The proposed legislation before you provides a pilot program which can be evaluated over a three-year period. In A-2170, the program would be piloted in five districts, not to exceed five percent of the teachers in any one district. This is an inexpensive pilot program, which is very small. We suggest that consideration be given to increasing the number of districts in years two or three, or permitting a greater percentage of teachers to participate. This would provide a broader sample from which to evaluate the pilot program. If fiscal constraints dictate maintaining a small pilot program, then perhaps you can amend the bill to assure that school districts chosen for the pilot program are representative of the socioeconomic cross section of New Jersey's schools.

The Master Teacher Pilot Program is clearly teacher focused and emphasizes the importance of utilizing the master teacher's skills as a teacher and helping colleague. PSA has concern with the kinds of additional duties these master teachers will be required to assume under Sections 7 and 8. We believe that during the regular school year, when the master teachers are teaching, their additional duties should be concentrated on demonstration and helping new teachers and other colleagues. The curriculum work which is recommended requires research and blocks of time not normally available in an assigned teaching schedule. This could be better achieved during the summer months.

We also question the advisor/counselor role. A master teacher works extensively with students as part of the normal teaching responsibilities. To assign additional responsibilities could cast the master teacher into the guidance counselor role, a separate certificated position.

In Section 8, the eleventh month's responsibilities are outlined. Again, we believe that the responsibilities of the master teacher should focus upon the improvement of teaching and the instructional program. Counseling and advising students would not directly improve the quality of instruction and could conflict with the duties of guidance counselors. Counseling teachers have connotations which are outside the intent of the program. The other areas suggested

in the bill, reading in the subject field, conducting research, conducting workshops for teachers, curriculum work, and involvement in the Academy for the Advancement of Teaching and Management, can directly improve the instructional program and are very worthwhile.

PSA represents over 1700 supervisors across the State. The majority of these members continue to teach assigned classes, as well as perform supervisory duties. Attached for your information is a position paper describing the responsibilities of a supervisor and a survey PSA has just recently distributed to supervisors across the State, to both PSA members and non-members. A quick review of these documents will reveal that the responsibilities of a supervisor include all of the responsibilities associated with the master teacher in this legislation. In fact, most supervisors are chosen because of their abilities as master teachers.

The supervisors in PSA have a very real concern that the master teacher and the supervisors may not be working towards common goals unless their activities are carefully coordinated. The master teacher should not be independent of the school's efforts at curriculum and staff development, but rather should complement the process. For example, the master teacher may not be expert in developing curriculum and it would be ill-advised to assign that role. The master teacher's strengths should be used to improve the quality of instruction and not be used to set aside programs because a State paid master teacher's stipend covers the cost of writing curriculum. The responsibilities of the master teacher should be mutually developed by the master teacher, immediate specialist supervisor where one exists and/or administrator. To do this would maintain the integrity and intent of the Master Teacher Program while assuring continuity and coordination with existing district program improvement plans.

I would like to bring to your attention a few technical points for your consideration. First, the bill refers to the "eleventh" month of the contract. However, the school year is from July 1 to June 30, with most district calendars ending with sessions in late June. To refer to what is intended to be summer-month work as the eleventh month seems to be a misstatement. What is really intended is

for the master teacher to assume responsibilities during an additional month beyond the normal ten-month teaching year.

Another technical area which needs clarification is in describing the actions by the various parties in the process of implementing the pilot program. The term nominate, for example, has more than one function. Use of terms in the bill should be consistent to show that the applicants for the program at the district level are eligible under Section 5 and shall be screened and evaluated by a District Selection Committee which recommends a list of master teachers to the district Board of Education. The school district chooses from among the recommended master teachers of the district. The commission, appointed by the Commissioner of Education, selects the pilot districts for the Master Teacher Pilot Program. We believe that this consistent language would clarify the functions of the parties and provide guidance to the New Jersey State Board of Education in formulating rules and regulations.

In reading Section 3, we believe it is the intent that the district Boards of Education nominate only teachers who have been recommended by the District Selection Committee. The last two sentences in Section 3 are somewhat ambiguous on this point and need careful review.

In closing, I would like to emphasize that PSA definitely supports piloting a Master Teacher Program and giving recognition and compensation to our master teachers. We applaud this legislation for its focus on teachers and the excellent job many are doing in the classroom. We would hope the number of districts and master teachers affected would increase. We urge you to reflect on some of our concerns so that the program is not labeled as just more work for a teacher already giving one hundred percent to being a master teacher, divisive to the teaching staff, or a means to supplant existing instructional improvement programs at the expense of the State. The Master Teacher Pilot Program should be a positive attempt to instill confidence in our teachers, to improve the instructional programs, and to recognize excellent teachers. We view the Master Teacher Pilot Program as a means to encourage our outstanding teachers to remain in the classroom.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. WHITE: Doctor Harry Jaroslaw, Superintendent of Schools, Tenafly.

DOCTOR HARRY JAROSLAW: I am Harry Jaroslaw, Superintendent of Schools in Tenafly, Bergen County, and I just recently completed my tour as Chairman of the New Jersey State Commission on Alternative Teacher Certification. I heard reference made to that just a few moments ago.

I am speaking in favor of Assembly Bill 2170, which would give a legislative imprimatur to the concept proposed by the Governor's Commission on Master Teachers in May of this year. I submit to you that the seminal problem with which we are dealing is not the Master Teacher Program, but our unfortunate characteristic unwillingness -- but I trust not our inability -- to make changes in the structure and function of our profession. By this I do not mean changes in curriculum, pedagogical methods, or the way we organize for instruction. In those areas we have experienced changes through the years with varying degrees of success.

Our profession has remained stultified, at least partly, because we continue to adhere to a conceptual framework that is supported by the following assumptions which I believe to be untenable.

Assumption one: All teachers, regardless of performance, should be remunerated equally, provided the next two assumptions apply.

Assumption two: Length of service, irrespective of quality of service should, in part, determine remuneration and sometimes conditions of employment.

Assumption three: Post-graduate education -- that is, the acquisition of courses or degrees -- shall, in part, determine remuneration without any determination of the effectiveness of these programs.

Assumption four: Any variations from assumption one through three will subject the teaching profession to the winds of callous, indifferent, and politically-motivated administrators and boards of education.

This is our version, if you will, of a kind of class warfare among the major groups responsible for public education.

There are some callous, indifferent, and politically-motivated administrators and board members, just as there are teachers with similar characteristics. No one group has sequestered the grail of probity and good faith. However, by far, most teachers, board members, and administrators want to dignify and enhance the teaching/learning process.

Assumption number five: It will be argued that administrators and board members have power and teachers do not; therefore, teachers do not have a voice in carrying out effective change. This is not necessarily so. I submit, by way of illustration, the fact that, because of organized teacher opposition, fewer than 2.5 percent of all the eligible districts in this State submitted master teacher proposals. This clearly demonstrates the collective influence of the teacher groups.

Assumption number six: This plan will usher in feverish competition among teachers, resulting in poor morale and creating a class of sycophantic teachers who will curry favor from administrators and board members. What does this say about the character of our teaching staff? Competition in and of itself is a neutral concept, neither good nor bad. It is the frame of reference within which competition functions that will determine whether it is deleterious or beneficial in its outcome.

Assumption number seven: Unless and until we bring faculty salaries to a level worthy of the task, we should not tinker with the existing structure by enhancing the status and remuneration of a small number of teachers.

Let me state categorically that I argue solidly for the contention that teachers' salaries are a travesty. For example, while educational expenditures in the public sector increased 140 percent, from 1974 to 1984, and the number of teachers remained relatively constant, the share of expenditures devoted to teachers' salaries was declining. It has been said that all parents want the best teachers for their children, but they want somebody else's children to become those teachers.

Although there is a critical need to ensure that teachers receive decent financial remuneration, this should not in any way derogate the proposition that collectively identified, gifted teachers should receive additional stipends for working more time and performing a wider variety of tasks.

In this proposed legislation, we are dealing with a small, modulated breakthrough, a change which can point the way to a new "three r's" for American education: respect, recognition, and reward for the teaching profession. We need to break out of the dogma which has directed us for too many years.

Cosmos of Alexandria wrote a scriptural geography of the world which used to influence much of the thinking of the middle ages. As the historian Daniel Borston describes Cosmos' plan, the earth was a vast rectangular box resembling a trunk with a bulging lid, representing the Arch of Heaven, above which the Creator surveyed His works. Inside the box, in various geographical directions, were the known lands of the world, the great mountains, the oceans, and the seas. Even Paradise was clearly located in his scheme. All that was known about the earth was carefully enclosed in this configuration. It was not until the coming of the renaissance and the age of enlightenment, centuries later, that we began to question the established order of man and his relationship to earth and the universe. Are we too destined to become victims of our own myopic vision, limited to a pedagogic box of Cosmos? Should we not permit at least the opportunity to welcome and assess this modest change, taking into perspective that it is truly quite small, although potentially significant?

As educators we believe in encouraging inquiry to refine, extend, and evaluate our knowledge. Yet, sadly, there are those, including members of our own profession, who keep us in the box of Cosmos.

Members of the Assembly Committee on Education, you have the power to engender a process of change. Whether change is to be perceived as a millstone or a milestone -- let me repeat that metaphor: as a millstone or a milestone -- depends not on what the change brings to us but on what we bring to the change.

This bill represents a crossroad. Do we have the courage and the vision to depart from the restraints of the past? Thank you.

ASSEMBLYWOMAN GARVIN: Thank you. You have a beautiful voice. Do you do poetry?

DR. JAROSLAW: You are the second person to ask me that. At another hearing I was asked that very same question.

ASSEMBLYWOMAN GARVIN: Well, I was thinking if you do, do invite me; I would love to hear you. (laughter) Thank you so much for your testimony.

MR. WHITE: Mark Smith, Superintendent of Schools, Chatham Borough.

MARK SMITH: Good afternoon. My name is Mark Smith, and I am testifying both as Superintendent of Schools from Chatham Borough and also as a member of the Governor's Commission which developed the original report on the pilot Master Teacher Plan.

I would like to begin my comments with an apology. I do not have a written document to leave with you. I have been laid up with the flu for the last three or four days, and I am going to be speaking from some notes I put together. I think you have, somewhere in your file, a letter from me, written earlier this year, urging support for A-2170.

Some of my comments are really going to be redundant to the comments you have already heard, and I will try to go through them quickly. In fact, my first point was similar to one of Harry's final points, and that was to put this bill and this program into perspective. In listening to some of the comments by individuals and organizations that were opposed to the pilot Master Teacher Plan, one could get the impression that this is a program that is going to be imposed on school districts and teachers throughout the State. In fact, as has been mentioned a number of times, it is a very modest initiative designed to be a modest initiative in order to see if we can develop something that might work; then, in the future, it might be expanded.

It is also important to keep in mind that we are talking about a voluntary pilot program. I was thinking when Mrs. Panos was

talking about the PRC's that have been developed in Matawan. The thought occurred to me throughout her presentation that at the end of a year of discussion in the kind of democratic manner she describes, a program such as that could climax with the idea of developing a local Master Teacher Plan. That is exactly how this is intended to work: Teachers and administrators sitting down together in a district and suggesting that for that particular district this would be a good idea to try, and applying to become a pilot district.

In other districts, if that relationship doesn't exist, or if there are other reasons, such as the administration or the teachers feeling that it is not a wise idea, then they shouldn't ask to be a pilot district, and, indeed, many of them have not.

I think it is also important to reiterate that the Commission did represent a number of individuals from private industry and from all of the education groups in the State, including the President of the New Jersey State Federation of Teachers and the New Jersey Education Association. EdithE was here this morning. Both of those organizations participated fully on the Commission, and the Commission's final report was submitted to the Governor with the unanimous support of the entire Commission.

However, I think it is most important that we keep in mind why initiatives of this sort are needed. I think there is a general agreement in America today that we are on the verge of a shortage of teachers. This was most recently documented by a report made by the Rand Commission, entitled: "Beyond the Commission Reports: The Coming Crisis in Teaching." The Rand Report not only documented the fact that we are facing a shortage in the next five or ten years, but it also documented two other facts: One, teachers entering the profession are less able, academically, than has been true in the past; and, two, increasing numbers of teachers, currently teaching, are leaving the profession.

This second fact was highlighted by a recent cover story in Newsweek Magazine. I think this was back on September 24th. One of the polls that article reported on was the percentage of teachers who indicated they would not choose to teach if they were starting over

again. In 1960, that percentage was a modest 10.7 percent. In other words, 90 percent said they would choose teaching again. In 1970, the percentage who said they would not teach again rose slightly to 12.6 percent. In 1980, that percentage jumped to a significant 36 percent; 36 percent of the teachers polled said they would not teach again if they were starting over today. That was back in 1980; it might even be a little higher today.

I think if we look at the fact that a large body of able young people are choosing not to enter the profession; if we look at the fact that we are losing a lot of our current teachers; and, if we look at the fact that a tremendous percentage say they would not choose to teach if they had it to do over again, we can clearly see that we have a problem with the profession, and clearly the status quo is not attracting large numbers of our able young people, nor is it currently holding some of our best teachers.

I want to digress for a moment and say that I don't consider myself one of those people. I think teaching is a great profession. I am delighted I am in it; and, like Assemblyman Palaia, I come from a family of teachers. I am a third-generation teacher. I have a brother, a sister-in-law, and a wife, and all of us are teachers. So, I don't agree with those who would leave it, but I think we have a problem, and it is a problem that has to be addressed.

As a State and as a society, we need to seek ways to improve the profession of teaching. There are going to be a variety of ways to do that, but certainly one aspect of the effort must be a reconsideration of how we pay teachers and how much we pay teachers.

I support the Governor's bill for an \$18,500 minimum. I also suggest that in conversations with school districts, in the northern part of the State anyway, I have found that there are a number of school districts which are actively considering -- including mine -- going to an \$18,500 minimum within the next year or so, whether the State establishes that or not. I would urge that the legislation be established. I think it is a very, very important step we must take.

Along with raising the minimum salaries, we really do need to look at new ways of structuring the pay schedule for teachers, and this

pilot program is a modest initiative to test one of the possibilities. It deserves an opportunity to be tried.

One of the things I like particularly about the plan is the eleven-month feature. One of my personal views is that in the future teaching should become an eleven- or a twelve-month position. I think one of the things that prevents our profession from being considered a profession by many people, and one of the arguments too many people use to keep salaries down, is that 10-month contract. I believe there are a lot of things that teachers can do in eleven months, and I am delighted to see it being tried on a pilot basis with some master teachers. We might learn a lot about what teachers can do in that eleventh month.

I think the 5 percent, which has been harped on a lot by the opposition, is something that obviously should not continue if it becomes a successful program. But it is a reasonable target for a small-scale pilot program, in order to make it a manageable program.

My final thought is, I think teaching is at an exciting time, and this is one of the programs that will take advantage of that. Louis Thomas wrote an interesting essay called, "Medical Lessons From History" in his book, "The Medusa and the Snail," and Thomas traces the history of medicine from the time it was a "hit-or-miss, error-and-miss" occupation, in the early 1800s; through a period of its becoming more of an art; into a period, in the early 1900s, when it became more of a science; until its recognition as a science, by 1930 or so.

I personally think that teaching has gone through a similar evolution, and I think we might be, right now, at the place the practice of medicine was in, back in the 1930s. We have begun, for the first time in the last 10 or 20 years, to get a clearer understanding of teaching methods, approaches, and behaviors which we can begin to translate into more of a science by helping to balance these scientific efforts with the big piece of art teaching will always be. I think this kind of an initiative could tie in with that movement very effectively. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. WHITE: Mr. Edward Dudes, Assistant Superintendent of Schools, Sparta, New Jersey.

EDWARD DUDES: Assemblywoman Garvin, Assemblyman Palaia, good afternoon. Thank you for allowing me to address the Assembly Education Committee at this public hearing on the matter of Assembly Bill A-2170.

My name is Edward Dudes, and I am Assistant Superintendent of the Sparta Township Public Schools.

Briefly, I would like to share with you our experience with the pilot Master Teacher Program, and to support passage of the Bill, A-2170.

Sparta Township is a suburban/rural school district, located in Sparta County. We are a K-12 district, with an enrollment of 2751 students and 200 staff members. The students and staff are housed in four schools within the district.

For a number of years, Sparta has selected its own "Teacher of the Year," which we feel is comparable to the State's concept of the master teacher. Sparta's process of identifying candidates and selecting a teacher of the year is done through a curriculum council.

Our curriculum council is made up of 14 members: nine teachers and five administrators. The President of the Teachers Association always serves as one of the teachers on the committee. Committee members represent all the schools within the district and they really pursue recommendations and follow through on issues related to the curriculum, as well as the effective operation of the schools. Committee members also must report the actions of the Curriculum Council to other staff members at each school.

When Sparta received the State's pilot Master Teacher Program proposal, it was presented to the Curriculum Council. After review and discussion, the Council endorsed Sparta's participation in the program. Our plan then called for a tentative proposal, to be developed by administrators and teachers. That tentative proposal was then presented to the Council for review, modification of any kind, and, finally, approval.

In the process of working up a tentative proposal, the President of the Teachers' Association informed me that the Association

received NJEA's position on the Master Teacher Program. She indicated that the Master Teacher Program and the NJEA's position concerning the program would be presented to all teachers within the district. After the presentations, teachers would vote on whether or not to participate in the program.

The teachers voted not to participate, which was consistent with the NJEA's position. The President of the Association indicated she would not sign off on the project, in spite of the fact that the Council originally supported participation.

Our Board of Education and administration were disappointed with the teachers' decision, especially since the Curriculum Council had initially supported participation. We had already selected a number of "Teachers of the Year," for a number of years, through a selection process that was controlled by a majority of the teachers.

Both the Board of Education and the administration feel that the Master Teacher Program is an innovative State proposal to promote effective schools. We think it encourages local districts to identify competent, outstanding teachers, teachers who would use their abilities and skills to improve program instruction within the schools.

Therefore, we strongly support Bill A-2170, and we thank you for the opportunity to share our viewpoint with you.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. WHITE: John Collins, teacher at Eatontown School District.

JOHN J. COLLINS Members of the Assembly Education Committee, good day. My name is John J. Collins, and I reside in the Borough of Eatontown, in the State of New Jersey. I would like to thank you for the opportunity to address you today on Assembly Bill 2170, which proposes the legislative establishment of a pilot Master Teacher Program.

I am a music teacher in the Eatontown Public Schools, where I have been continuously employed since graduation from college in 1970. The Eatontown School District, as you may already know, is one of the few districts in the State to submit an application for participation in the pilot Master Teacher Program under the Implementation Plan which resulted from the work of the Governor's Commission.

My signature appears on the proposal our district submitted last month by virtue of the fact that I am President of the Eatontown Teachers Association, an elective office I have held since 1975. The Eatontown Teachers Association is the legally-constituted bargaining unit which represents all certified but non-supervisory teaching staff members in Eatontown.

Other educational positions I hold include founder and President of the Monmouth Regional High School Parent/Teacher Organization, and Second Vice-President of the Monmouth County Education Association. I was elected to this latter office twice, having served one term from 1980 to 1982, and I was elected to that position again in the spring of 1984. Additionally, I have had some involvement with the newly formed "New Jersey Citizens for Better Schools."

I am not here as a representative of these other organizations; rather, I mention them only to establish my credibility as an individual who is deeply concerned with the schools in our State. Of course, I participate in other associations and activities as well, but they are not germane to this issue.

The Eatontown School District serves slightly fewer than 2000 pupils in four schools. Our students are from the Borough of Eatontown as well as Fort Monmouth, who we enroll as part of a long-standing agreement with the Federal government. We have a nine-member elected school board, and the relationship among the board, administration, and staff is one of mutual respect. This is not meant to imply that we do not have our share of difficulties from time to time, but rather to indicate that a spirit of cooperation and teamwork is used to address problems when they do occur.

If I may, I would like to give you some background concerning Eatontown's involvement in the Master Teacher Program. I first became aware of it when it was still in the conceptual stage, sometime during 1983. At that time, I expressed an interest in Eatontown's participation to the Superintendent of Schools.

In the fall of 1984, a document was distributed to the teaching staff in Eatontown which was entitled "Master Teacher

Questionnaire." This was a set of nine questions with space for answers. Participation on the part of the staff was voluntary. I have reproduced copies of the questions, and I would like to have them entered as part of the record of this hearing.

At that time, I made inquiries as to the original source of the questions, what reference materials were available on this issue, and the degree of participation by the staff in response to the questionnaire. I also attended a building-level meeting on the topic of our district's possible submission of a proposal, and I conferred with the Superintendent of Schools in an attempt to determine the degree of commitment our district was likely to make in order to participate.

I also submitted my own responses to the Master Teacher Questionnaire, including some unsolicited material entitled, "My Own Observations," in which I addressed the Program in a more general way. I would like to refer to a few of the responses I offered. If I may, I would like the written responses entered as part of the record.

Of major concern to me is the fact that teachers who seek career advancement do so by leaving the classroom, or even the profession. There are a great number of teachers, and I am one, who have no interest whatsoever in school administration. If it were not for pupil contact in the classroom, I doubt whether I would be in any school district's employ.

The entire issue of salaries belongs more appropriately, perhaps, in another forum. It is a generally-recognized fact that teachers as a group are grossly underpaid, and I realize that this issue may come before the Legislature before long. However, I would like to point out that in Eatontown, a Grade 1 Parks Maintenance Man earns \$4,322 annually more than a first-year teacher; additionally, it takes a teacher more than 10 years to receive the wages of a Grade 7 Parks Maintenance Man.

I am quite certain that this situation is not unique to the Borough of Eatontown, but rather it is a statewide condition of varying degrees and magnitude. Just as it would cause an unconscionable burden on the local tax rate to redress this inequity all at once, it also

seems less than likely that the State of New Jersey is going to solve the problem of underpaid teachers all at once. There are also those who would assign this problem to the Federal government, as it is a national concern. That the Legislature is even considering positive steps in this direction is something I find laudable.

If education is truly an important concern, then we should take whatever steps we can to upgrade its status -- even if the first steps are small.

An additional objective of the Master Teacher Program might very well be to provide services to other teachers in the district. A school district should be able to benefit in toto, although this point may not need to be addressed legislatively.

A point not often mentioned as being a benefit of the program is the provision for a non-threatening source of information and advice to staff members. That the program requires participants be non-supervisory personnel is essential in this respect. Not only can school systems do without another layer of middle-management, but this would obviate the fears of some school administrators that their functions were being usurped. After all, a teacher with a particular classroom problem may be quite reluctant to discuss it with the person upon whose recommendation continued employment rests.

This leads quite naturally into the concept of "peer review," as a component in the selection process. There is a natural tendency to be distrustful of anything completely new, and education may be somewhat behind other professions with respect to peer review. That is not to suggest that we plunge in head first, but a pilot program may just be the place to try it out.

Now, if there was one common thread among the variety of reactions to the pilot program, it was the offense taken by teachers at the use of the term "Master." The idea that some staff members deserved recognition was less of a problem than the implication that those not so designated were less than adequate. "What's in a name?" In this case, plenty.

A friend and colleague of mine had a suggestion that I would like to mention at this point. He felt that the legislation should

include language that would enable, but not require, local school boards to match State funds for this program, to demonstrate their commitment and provide for up to ten percent participation among staff.

A significant difference between A-2170 and the Commissioner's Implementation Plan, as previously mentioned, is the lack of a requirement that the president of the local teachers' bargaining unit sign the district's application. The system of checks and balances is deeply ingrained in our nation's history, and the required inclusion of the teacher representative as a partner in the program may help to circumvent what some have claimed will be a highly-politicized situation. To include teachers as a simple majority of the selection committee, and to embrace the concept of peer review, while neglecting the duly-elected leader of the teachers' chosen bargaining group seems rather inconsistent. I would respectfully suggest consideration of an amendment to remedy this point.

If any members of the Committee have questions for me, I would be happy to try to answer them now. I have a very brief closing statement as well.

ASSEMBLYWOMAN GARVIN: You may go on, Mr. Collins.

MR. COLLINS: Okay. In closing, I would like to mention three things:

First, this type of program may not be for all districts. In Eatontown, we happen to have, for the present, a spirit of mutual respect and cooperation among the teachers, the administration, and the board. This fact may have colored my statements and testimony somewhat.

Secondly, the proposal Eatontown has already submitted was constructed by teachers. The administration did not attempt to squelch the proposal in any way. By the same token, the teachers who worked on the proposal's development were quite reasonable themselves. For this reason, I have confidence in our proposal. A pilot program, such as this, can only work if you include the people in the trenches.

Finally, I did not choose to discuss the issue of legislation versus regulation. My intention has been to offer testimony on the pilot program, irrespective of its eventual format. I must note,

however, that were it not for the conduct of these local hearings, I would probably not have availed myself of the opportunity to testify.

Thank you for your attention.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. COLLINS: Thank you.

MR. WHITE: Bill Jackson, Teacher, Public School 1, West New York.

BILL JACKSON: Good afternoon.

ASSEMBLYWOMAN GARVIN: Good afternoon.

MR. JACKSON: I am Bill Jackson. Besides being a teacher in West New York, I am the Chairperson of the New Jersey Education Association's Working Conditions Committee.

Before I discuss the Master Teacher Bill, I would like to acquaint the Committee members with what might come before my Committee. As the title implies, anything that might directly, or indirectly, impact on the actual working conditions of public school employees will usually find itself being discussed by my Committee: Issues such as environmental concerns, changes in the seniority regulations, hazards in the workplace, pension reform, and, of course, the Master Teacher Plan.

The Working Conditions Committee has studied this issue at great length. It has made two separate recommendations to our Delegate Assembly regarding this issue. The Delegate Assembly is the policy-making body of the New Jersey Education Association.

In May of this year, the Delegate Assembly, on the advice of the Working Conditions Committee, adopted as policy that the New Jersey Education Association is categorically opposed to any plan, whether designated a merit-pay plan, a master teacher plan, differentiated staffing, a career ladder, or some other name by which the method of compensation above the established salary schedule is linked to performance rating and evaluation.

If that were not strong enough, in November of this year the Delegate Assembly, again acting upon the recommendations of the Working Conditions Committee, unanimously condemned the pilot Master Teacher Program for the State of New Jersey.

The Working Conditions Committee feels that all of New Jersey's teachers are master teachers, and to say that only five percent of any given school staff can be a master teacher is a degrading insult.

Furthermore, in this bill you overlooked the backbone of any school system, the support staff. Who in this room does not remember a clerk, custodian, or bus driver who, day in and day out, was an outstanding member of the school team? If you were to be fair, you would also need to discuss master teacher plans for clerks, custodians, and bus drivers. But, how would you determine who they would be? We are now coming to the crux of the problem: How can anyone fairly choose, and by what honest criteria could he or she pick a master teacher? I submit that there are none.

I would like to give you two short examples of two dedicated professionals in my district who could not be considered for the program.

The first one is a special education teacher who, for over ten years, has taught trainable retarded children such things as tying a shoe, answering a phone, and how to properly use a knife and fork.

The second is our speech pathologist who works one-on-one with children who need speech therapy. Because of these two very highly-skilled areas and the pedagogical procedures used in both, these two outstanding educators, two of the best it has ever been my honor to work with, would not be considered master teachers.

There are other faults with this bill. Let's say, for example, that I am considered for the Master Teacher Program, but just miss making what I call the "five percent team." I must now wait three years before I can be considered again for that position. I wonder what effect that would have on my teaching attitude for those next three years?

I would like to step out of my role as a teacher and into the role of a parent in order to address the next fault in this bill. If there were to be a Master Teacher program in effect now, I would be in my son's school, demanding that he be placed in the master teacher's classroom. Do you begin to see what a Pandora's box you are opening for administrators and teachers?

However, all of what I have already said pales in the light of the bill's most unfair provision -- or should I say lack of provision? -- namely, the local association's sign-off requirement. We, at the New Jersey Education Association, have been told that this is an oversight. Well, oversight or not, I got very upset when I found out that at last week's hearing, Assemblyman Palaia was commended by a superintendent of schools for not including the local association's sign-off. This allows for boards of education to play all sorts of tricks with the bill. They will be able to stack the selection committee, virtually hand-picking the master teachers -- or should I say the mayor's daughter, or the board president's cousin? This committee could consider those to be the master teachers.

Simply put in the eyes of the Working Conditions Committee, this bill was not necessary. Bill A-2170 should not become law because it is truly an insult to the thousands of excellent school employees in the great State of New Jersey. Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you very much.

ASSEMBLYMAN PALAIA: What I have to say to Bill would be off the record, and I will speak to him later. In one word, Bill, I highly resent one word, and that is that your Association "condemns," just as if we have adopted something that is going to bring down the whole world on our educational system. Condemns is a very harsh word to someone who has been in the business long enough, and who would never do anything to really hurt any of our teachers -- nor anything that had to do with our system of education.

I could go on further. You stated that somebody congratulated me on not putting in the teacher sign-off. You didn't hear Joe Palaia say that; you heard somebody else say that. I already have the amendments drawn up for some of these things, Bill.

You came on very strong, and that is fine. If that is the way your teachers feel about it, that is the message you are delivering to us here. If you heard the people here today, I think they were all very open-minded about what we are trying to do.

If the NJEA, or if your group feels that strongly about it, so be it. But, I think you are off-base when you say you condemn

something, and that we are trying to put into the school system something that is so detrimental. I really don't see it that way. In fact, I would never put my name on something like that, and I am sure this lady (indicating Assemblywoman Garvin) wouldn't either, if we thought it was really going to hurt people. That was not our intent with A-2170, Bill.

MR. JACKSON: The original proposal that I spoke of dealt more specifically with the Governor's proposal as it first came before the Delegate Assembly; it was then sent to my Committee for study.

The Working Conditions Committee is a committee that sometimes gets to hear the war stories and the horror stories of what goes on, and we occasionally do take a hard-line on an issue. The Committee is not saying that either you or Assemblywoman Garvin are out to do education in; that is certainly not the case at all.

We would be remiss in our duty of representing over 100,000 if we did not tell you we feel that this is an ill-put piece of legislation.

ASSEMBLYMAN PALAIA: But, wouldn't it have been fairer, Bill, if you either had the sponsor of the bill -- namely, me -- appear before your group, and/or waited for some of these hearings to take place so that you could enunciate some of the questions you had? Don't you think that would have been a more democratic approach, Bill?

It seems to me you took a position before you heard anybody speak on the matter. You read one report, and you based your whole finding on that one report. By God, if we weren't going to do anything, Mrs. Garvin, as our Chairperson, would have said: "No public hearings; we are not going to have anything; that's it." But she did not say that; she said, "Let's hear everybody."

It just seems to me that you were premature. That is the basis for what I am saying.

MR. JACKSON: I don't really think we were premature; I think the NJEA has long reacted to what is going on, and we would like it if we did not always have to react. We would like to go on the offensive once in a while on things that we feel are not good for our people or our students.

ASSEMBLYMAN PALAIA: Let me ask you something, Bill, as long as we are opening up now: What really is the NJEA -- your group of over 90,000 people -- really trying to do to encourage better teachers? What are you really doing? Do I see a Master Plan of some kind, like the Governor is trying to put forth? Do I see anything forthcoming?

I have been in the organization for 33 years, and I am still a member of NJEA. I don't see any positive plan coming which says anything besides "more money," and I think that is part of the answer -- part of the answer. I think there has to be development of motivation within the schools, in order to develop those teachers who are on the edge of maybe becoming good teachers. I don't see that being developed by the NJEA; I really don't. If there is a plan, sir, please tell me about it, because I haven't seen it. Is there one?

MR. JACKSON: There is no specific plan that one can point to. However, there are many reasons, other than salary, why teachers may leave the profession, and through some of our legislative programs we have been trying to address those issues.

Unfortunately, we cannot control what happens to us. We are controlled by rules and regulations, by both law and the State Boards of Education.

ASSEMBLYMAN PALAIA: Thank you.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. WHITE: Dr. Kenneth Hall, Superintendent, Matawan/Aberdeen School District.

DR. KENNETH HALL: Assemblywoman Garvin and Assemblyman Palaia, I want to express my appreciation for the opportunity to be here this afternoon, and to express some of my feelings with regard to the Master Teacher Program. I am speaking today as both the Superintendent of the Matawan/Aberdeen School District, and also as President-elect of the New Jersey Association of School Administrators.

Before I make my formal remarks, I would like to clarify a statement or two that Ms. Panos made this morning. She indicated that we arbitrarily submitted a proposal to the State Board of Education to participate in the Master Teacher Program, and that is not true. We

expressed an interest in it. I have been away for three months because I had some surgery that had to be done. I just recently came back to the district, and, of course, in studying the proposal, and in studying the Governor's Plan -- the overall plan -- I was very enthusiastic about the possibility of participation in the program. I indicated to Ms. Panos very early that we should sit down and talk about this.

However, we were meeting a deadline. We did express an interest; we indicated that we did not have total support or agreement yet, but we were hopeful.

We were surprised, frankly, at the response and the hostility we ran into with regard to the program. So, of course, we will not participate because of that. But, we will be watching, very carefully, the development of the proposal and the program; we have great hopes for it.

My purpose, of course, for being here today is to support Assembly Bill 2170. We are all aware of Governor Kean's Commission on the Master Teacher Program. We realize that all the major organizations in New Jersey, as well as key representatives from the private sector, were involved in the Commission's work. The members of this Commission met diligently on numerous occasions to consider various master teacher models that had been tried, or that are being considered in other states, such as Tennessee and California.

The positive aspects, as well as the pitfalls of these various plans, were scrutinized in the greatest of detail. The leadership of both NJEA and the AFT was represented on the Commission, and both were satisfied with the final implementation plan for New Jersey's pilot Master Teacher Program, which indeed ensured that, one, the teachers would have a significant role in the selection process; two, that the plan would not be another form of merit pay; three, that the schools boards and administrators would apply the pilot program in an objective manner; and, finally, that there would be a fair and comprehensive evaluation of the pilot project.

I believe it is important to point out that the Master Teacher Program was not designed to solve the problem of the low salaries that presently plagues the teaching profession. Governor Kean

has come forward with a bold new program which includes raising the minimum salary of teachers to \$18,500.

It would seem to me, therefore, that we, as members of the educational community -- including teachers, administrators, and boards of education -- should be collectively willing to support an experimental program which just might give us valuable information on how we might incorporate into our educational structure a career ladder for teachers, one which would not involve their having to go into administration in order to be rewarded for their contribution to their profession.

Much has been said about the adversarial situation between teachers' associations, boards of education, and administrative staffs. We must admit that these situations do exist. We have historically seen abuses on both sides, with little inclination by either of the parties to reach consensus, or find a middle ground on which consensus could be achieved.

In previous testimony, the point was made that the local association president, who has gone head-to-head with school board members and administration, would stand little chance of being chosen as a master teacher, and the local grievance chairperson, whose role demands an almost constant adversarial relationship with local administration, would never receive the same fair, impartial, and unbiased evaluation as an individual who had never disagreed with the administration would.

I think it is very important to realize that these fears are very real in the minds of many of our teachers throughout the State of New Jersey. While an ideal or a perfect solution may not be possible at the present time, I believe that a most sincere compromise has been achieved by the Commission, by incorporating in the legislation the mandate that the majority of the selection committee be teachers.

We are a strong collective bargaining State, perhaps the strongest in the nation when it comes to the teaching profession. Perhaps for that reason alone we should not fear an experimental program that may make a major contribution to the quality of the teaching and learning process in our public schools.

If you will indulge me for a few moments, I would like to relate to you some of my experiences as an administrator in the Matawan/Aberdeen Regional School District over the past seven years. Our school community is very diverse in nature and it is a very politically-active community. We have a very strong teachers' association, with a very able leader in Ms. Panos. During the past seven years, we have gone through two major school reorganizations, due primarily to a steep decline in student enrollment. We were forced, two years ago, to close a school, and we are presently faced with the possibility of closing one or two additional schools.

Even with the problems we faced during this period, I believe we have demonstrated that a teachers' association, a board of education, and an administration can work together to achieve common goals. We did, during this period of time, bring into administration a key member of the teachers' association, who chose to join the administrative staff. I might add that this member was in a very adversarial position with the board of education and administration on a number of occasions.

The president of the teachers' association presently attends all principal's meetings, and sits in on key administrative meetings from time to time. We have created an extremely active Professional Relations Committee which has made significant contributions in the area of curriculum writing, and also in the areas that deal with the resolution of problems. This Committee is comprised of an equal number of administrators, designated by me, and an equal number of teachers, designated by the president of the teachers' association.

This is not to say, however, that we have always had smooth sailing. As a matter of fact, we are at a critical point on a number of issues at the present time -- and evidence was given on that issue today, I am sure -- that will continue to test our ability to be objective and to work together.

I suppose our biggest problem is, and will continue to be, the problem of how we define our respective roles. It is in this area that the concept of the Master Teacher Program will be critically tested. Irrespective of our association president's eloquent testimony

today, I know for certain that we have a substantial number of teachers who want and warrant recognition, and who also do want to assume leadership roles. I know too that we have a substantial number of teachers who do not necessarily want to assume leadership roles, but who are excellent teachers in their own right. They have family obligations and they have other pressing responsibilities that cause them not to go beyond their regular teaching task. That is okay. However, I do not buy the idea that to recognize those teachers who want to assume leadership roles, and who want to grow professionally, with additional compensation, would place a stigma on those teachers who do not choose to participate.

We have, as a matter of fact, for as long as I have been in the profession, paid teachers for additional work they have done, and we have also recognized teachers for outstanding leadership ability in various ways. The primary way to achieve this recognition is to promote them to administration, thus taking them out of the teaching ranks and away from children. This doesn't make a lot of sense if we want to keep our best teachers in the classroom.

It is my hope, therefore, that the NJEA leadership will give serious consideration to rethinking its position on the master teacher legislation, as proposed in Assembly Bill 2170. A pilot program that involves only five school districts will surely do no harm to those districts that participate, nor to those associations that are directly involved. On the other hand, what we may learn could be invaluable to future generations of our children.

I sincerely appreciate the opportunity to make this presentation today. I do apologize for the irrelevant things that have been said, things that have had very little bearing on this presentation. Thank you very much.

ASSEMBLYWOMAN GARVIN: Thank you very much.

MR. WHITE: Dr. Robert Daria, Superintendent of Southern Regional School District, who also has an hour's drive.

DR. ROBERT J. DARIA: At least. I want to thank you for allowing me to come here to put in my 5 percent's worth. Of course, there is not much left to say. A lot has been said in the last couple of hours, but

I may perhaps be able to add a couple of dimensions, or insights, that you haven't already heard.

I am a superintendent, previously from Florida. As you may have heard, Florida has been involved in master teacher career ladders, and a lot of other things, in the past year and a half. As an administrator who subscribes, at least in theory, to the concept, I was asked to be involved in the planning process of implementing the Florida teacher program.

Florida's plan, as it turns out, is quite convoluted, in that it incorporates measurement of performance as one of its many factors in the plan -- ironically so. They have tried to develop an instrument that measures performance, and in doing so, they have confused the issue beyond recognition.

For example, in trying to develop objective indicators, they have come up with such things as teacher "with-it-ness," and if anybody can tell me what that means, I will give you a cigar. Teacher "with-it-ness" is one of those scientific terms that we try to give to the art of teaching.

At any rate, it is difficult to measure performance; it is difficult to separate the good performer from the not-so-good performer. I am quite in agreement with that. But, this has been said previously: We all know who the good teachers are. Nobody can deny that; just ask the kids.

At any rate, due to the problems inherent in the legislation, and though we tried to make the round pig fit the square hole, I, as a grass roots administrator, found it very difficult to support this concept. It could not be implemented without raising a host of other problems: staff morale and a variety of other things.

Because I was from Florida, I was asked to speak on the plan outside of the state. In doing so, I have done quite a bit of research on other existing or proposed plans. I have spoken with the designer of the Charlotte/Mecklenbug Plan and the Los Angeles Plan, and a few others. I say this to you to let you know that I do not readily support new trends in education. I did not support those merit teacher plans. I do not believe in hula-hoops and a variety of other things.

I have seen too many things come down the pike in my 20 years in education to just jump on bandwagons.

I do, however, support this New Jersey initiative. I support this plan because it is the cleanest plan that I have seen yet; it absolutely is. This is not to imply it is a perfect plan. Most likely it is not, and you will find out where the wrinkles are, and they can be ironed out after implementation; there is no doubt in my mind about that.

I do respectfully caution you, however, as you begin the process of compromise, modification, and so forth, that you do not wind up with the proverbial camel that was designed to be a horse, which I have seen happen in the legislative process.

The key to this bill, as I see it when I say it is the cleanest plan, and the significant difference that sets it apart, is that its thrust is based upon improvement, improvement of already good teachers, from which we may all benefit -- the entire district.

As I perceive the plan, its strength hinges on several factors:

1. We will be rewarding already fine teachers without resorting to any ill-devised ritual of identification. The agreement as to how this is done is really a local decision.

2. The plan embraces the concept that we will all stand to benefit from whatever occurs. We are not just rewarding by saying, "Here is your money; see you later." We are going to get something in return, which is most commendable.

3. It will draw public attention to our better teachers, emphasizing that which is good and positive in education. This is extremely important. Paul Salmon, the last time I spoke with him, hit upon something that sticks with me. He is the Executive Director of ASA. He said that we have an opportunity here in education that we better not miss. For the first time in several decades, education is in the spotlight; it is on the front burner, so to speak, and we better take advantage of it because if we miss this chance there might not be another one coming for who knows how long.

4. It should be non-threatening, which it is -- I do believe that -- and it attaches some serious money to it. It is one of the few plans I have seen which puts some "bucks" where the talk is.

I have listened carefully to the arguments against it. To me they are paltry by comparison to the benefits which may be derived. In fact, one questions the legitimacy of the points proffered in opposition, if one suspects other motives. There is no doubt in my mind that the purported and infamous "tide of mediocrity" which we have heard so much about involves personnel; we can't deny that. And it is not necessarily the fault of any one group factor. We have abysmally low salaries, we know that; we have competing industries, we know that; we have changes in attitudes and an erosion of authority. These are all contributing factors as to why we cannot bring the kind and quality of people into the profession that we all want to see in the profession.

But here, with this plan, is one way in which we can say to people, "You're good; we see and know it. We want to tell you how much we appreciate your good work, and we want you to contribute even more." What can be so wrong about that? I can't find a good answer to that.

The local design and control will not allow for any one person to "play God;" and what could be a better form of recognition than real money?

One final footnote, and I thank you for your patience and endurance. I used to be, in my old teaching days -- and I taught for 13 years -- a dyed-in-the-wool, hard-nosed union militant, and I truly believed that in my role as a union militant I was working to improve teachers, teaching, and the quality of instruction. For a while, I believe I was. I began to remove myself from active status when I realized that the underlying goal of the state organization was not to make good teachers better. Quite the contrary. This is not in this State, by the way. In its quest for equality, parity, and equity, its goal was to create a common denominator. Unfortunately, the common denominator was just that: common. Education will never improve if we are to be hamstrung by our own thinking, which precludes a certain amount of risk-taking and a certain amount of confidence and

professionalism which permits us to identify our best, conceding the fact that some of us are better than others and that we are willing to learn from them in our earnest desire to improve. We have little to lose, except perhaps a bit of false pride. More importantly, our students stand to gain. Thank you.

ASSEMBLYWOMAN GARVIN: Thank you.

MR. WHITE: Joseph Caruso, Superintendent, Keansburg Schools.

JOSEPH CARUSO: Thank you for giving me the opportunity to come before you, Assemblywoman Garvin and Assemblyman Palaia.

I do not have a prepared text. I have to apologize for that. This being my first attendance at a public hearing, I was not fully aware of what transpires. I was very impressed by the people who preceded me, and by your endurance.

I just want to basically let you know about what happened in Keansburg. We are 14 miles up the road. We are on the Raritan Bay. We are a small community of about 10,000; we are a low socioeconomic area; we are, in district factor grouping, according to the State, an A, which is the lowest. In 1979, with interim approval pending, which means we were not reclassified, we had a comprehensive review, and I am very happy to say that last year we were monitored and approved. That is due to the dedication of our teachers. I want to say from the beginning that I am very strong on teachers. I don't want anything I have to say to indicate that I am not pro-teacher. With all of the plans, or administrative courses, or whatever you have -- 7-year plan, 10-year plan, etc. -- if you give me a good teacher, you are going to have good education.

I have heard a lot said here, and I want to know where the students are. That is basically where I am coming from. I am here today because I am frustrated. I am here today because I saw the Governor's Plan and this piece of legislation, A-2170, and I am in support of it. I see it as a viable vehicle for us to use in order to move education. If I have one good teacher who can teach other teachers, then the students are going to benefit from that. That is really where I am coming from.

So, we went before the teachers' union representative. We talked with our administrators, and there was enthusiasm; they talked amongst the teachers, and the union president turned it down. He said it went before the Executive Committee and, therefore, we could not participate.

I think it is a sad commentary when we have something good, and the students benefit-- I heard someone say the teachers can benefit. When students can benefit, when students can benefit from one good teacher teaching another teacher, or giving the benefit of their experience to another teacher, I do not think we should turn away from it. Because of this, we cannot participate. We do not have the funds. We are 67 percent funded by the State, if you know anything about Keansburg. We cannot hold, as could many who came before me, workshops in the summer; we cannot have curriculum committees; we cannot have these things. This plan was the answer to the needs of the district; and the Board of Education saw it as a need and approved it.

I cannot see the Board of Education having the authority to veto this; I cannot see a superintendent having the authority to veto this; and I cannot see the teachers' union having the authority to veto this. I do not know exactly what the answer is. I think part of the answer is that you do have a majority of teachers on your selection committee. I think you were addressing a problem by doing that. I know you said you have an amendment. Think, in your amendment, of a district similar to ours, because we surely cannot afford a lot of other things; and no one should be permitted the veto. Thank you for your time and for letting me come here.

ASSEMBLYMAN PALAIA: Thank you, Joe.

ASSEMBLYWOMAN GARVIN: Mr. Caruso, thank you for your comments. I am very glad that the testimony today will show we did have one speaker who mentioned the children. I think that is important. You must know that anything this Committee does in our work with the legislation will be for the benefit of the children of the State of New Jersey.

MR. CARUSO: Thank you very much.

MR. WHITE: The last speaker of the day will be Elizabeth Campanile, a teacher from Ocean Township High School.

ELIZABETH CAMPANILE: Chairperson Garvin, Assemblyman Palaia, my name is Elizabeth Campanile, and I have been the President of the Ocean Township Education Association for the past ten years. I teach American History and Sociology in high school. The district in which I teach is a K-12 school district, here in Monmouth County.

Ocean Township is an upper middle-class community of approximately 25,000 persons. It has a labor/management history of relatively calm climate. I rise to speak in opposition to the proposed legislation, as you have presented it. My being here creates a rather uncomfortable feeling for me, as Mr. Palaia well knows, because I view him as a fiend of education, a supporter of quality within our school systems, and as a person who understands and works towards excellence for our children, and from our public school employees. His actions on the county government level, and in the State Assembly, have always been toward that goal.

His most recent letters to the editors of our local newspapers have been noted and appreciated by those of us who work in the public schools. I applaud him for that effort.

Commissioner Cooperman's Master Teacher Pilot Project is in place. The contents/guidelines, etc. have been studied, reviewed and are understood. The program will go forward. Why not permit that pilot project to be just that -- a pilot project? Why is legislation needed? It would seem to me that the pilot project should run and then be evaluated, after a period of time, by an outside agency. Then, if indeed it is successful, and the children of those districts have reaped an appreciable benefit, it would be appropriate to consider legislation. Your goal is an admirable one, but Bill A-2170, in its present form, creates many areas of concern.

Commissioner Cooperman's program provides for a local bargaining unit sign-off, and we heard this alluded to several times. My problem with this would be that one can only imagine the ease with which a local superintendent could, if he so chose, select the favored few, create a selection committee of the hand-picked, and then proceed. It is possible that in that same district the vast majority of the teachers and the staff would not support the program, thereby

creating dissension within the staff and opening up an arena of administrative intimidation.

The Administrator/Supervisor Union within each district must sign off in support of the program if it is to survive. I say this as a negotiator for a contract in this district -- and I am digressing a bit. Whenever there is a budget crunch, the most threatened persons in that district who might be subjected to job loss are the supervisors. And with the bill you are proposing, it is the supervisors' function which seems to be repeated. Supervisors have traditionally been vulnerable, and I would suggest if there is no sign-off, there would be a problem in that area.

The legislation, as it is written, impacts on the working conditions of the present work force. Those areas in our working agreement contracts must be addressed for the master teacher, the non-master teacher, and the support staff. Collective bargaining on these terms, and conditions of employment, must be conducted prior to the implementation of the program.

Many of the areas cited within the piece of legislation are already in place, and I would cite several examples: Reading in his subject field is presently done by staff; direct revising of curriculum is being done now under separate contract, very often in the summer; advising students in curriculum development is presently done by staff under separate stipends; or, supervision of staff, assisting new students, is presently done by the supervisory staff.

While there certainly is room for improvement in all of our school systems, and there is some degree of positiveness in the theory that more is better, I believe this area needs review.

The issue of parental pressure revolving around the program should be considered also. Can you imagine the concern of parents in high parental-pressure districts if their children were not assigned to a master teacher, or if, indeed, 95 percent of them were being assigned to a non-master teacher? The principal would have a line from his desk out to the hall with requests for transfers.

Teachers, master teachers, non-master teachers is a misnamed project, it would seem that it is. It would seem to me that it is an

extra-work-for-extra-pay project. The use of the name "master" could have a very negative impact on the rest of the staff. And, with all due respect to the parties present, these hearings are being held at a time when teachers cannot be present. They are in the classroom. I would respectfully recommend to you that you hold the third of these hearings in the evening, so that those of us who teach can be present. To that end, of hearing what the teachers have to say, I have a comment to make: The town in which I work, Ocean Township, published the entire booklet; we gave it to all 350 teachers; and we had them read it. We then handed out a questionnaire as to whether they would support or not support the program as a unit. Then, if the program were to go forward, we asked them if they would want to participate. That survey was completed, and it was returned to our executive board with a nine-to-one opposing ratio, opposing the program in its present form.

There were two questions, as I said. The third area of that questionnaire left room for commentary, and I am not going to delay our departure from here, but, rather, I will leave you typed material as to what those comments were. I might suggest to you that Mrs. Fulton, in reading my commentary, used the last statement; she closed her remarks with this statement: The teacher who is belabored, working for 11 years, takes home \$15,000. The Coach cleans up bars at night and parks cars on the weekends in order to make his family go. He is not working in a district that is beleaguered financially. Our district is one of the better-off districts financially. So, the \$18,500 issue you were addressing will not touch this fellow at all, and he is deeply resentful of the fact that there is a small amount of money being given to a district to create another strata, rather than improving the district as a whole, throughout the staff.

I thank you for your time and I will answer any questions you might have.

ASSEMBLYWOMAN GARVIN: I would like to thank you for your testimony. I too have been concerned about our day hearings. I have been known to have hearings in the evening. We just discussed that earlier today. This is our second hearing, and we really have to have

an assessment. We have a third hearing, further south, so , therefore, it would not be fair if I cancelled that hearing.

However, I think your comment on the evening hearings is well taken. I have been very sensitive to that issue. Thank you.

The hearing is now concluded.

(HEARING CONCLUDED)

APPENDIX