

Original: 2039

Harbison

cc: Harris, Tyrrell, Nanorta, Markham
Sandusky, Legal



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RECEIVED
REVIEW DIVISION



Date: June 25, 1999

To: Pennsylvania Department of Education
Division of Teacher Education
333 Market Street
Harrisburg, PA 17126-0333

RE: Written response to public hearings on the General Standards and Procedures for Institutional Preparation of Professional Educators

The Benefits of Technology

Computers are commonly used by business, industry, and science to record, store, transmit, and manipulate information, to solve problems and to produce products. Computers are essential tools for teachers and students for the same reasons that they are useful in the workplace.

Computers enable teachers to speed or deepen student learning in the content areas. As students use databases to make conclusions about history or spreadsheets to solve complex math equations, they develop many of the same skills that they will be using after graduation in the workplace.

In a study conducted at Boise State University under the direction of Ruth Phelps, Ph.D., and Carolyn Thorsen, Ph.D.¹ the following conclusions were reached:

1. When properly implemented, the use of computer technology in education has a significant positive effect on student achievement as measured by test scores across subject areas and with all levels of students.
2. When used appropriately, the use of computer technology in classrooms stimulates increased teacher/student interaction and encourages cooperative learning, collaboration, problem-solving, and student inquiries.
3. Students from computer-rich classrooms show better behavior, more positive attitudes, lower school absentee rates, lower drop-out rates, earn more college scholarships and attend college in greater numbers than do students from non-computer classrooms.
4. Computer-based teaching is especially effective among populations of at-risk students.

The Importance of Technology Literate Teachers

Computer hardware and software is not enough. Technology is only as effective as the skills of the people that use it. Teachers must have a thorough grounding in the following technology areas before they can transmit this knowledge to their students.

Operating Environments: The computer system's electronic components, boards, operating systems and peripherals that create the foundation from which software applications can be launched.

Telecommunications: Fluent use of the Internet to communicate with other people and gather information from around the world.

Word-processing and Desktop Publishing: Using the computer as a tool for creating, editing, proofreading, formatting and printing documents such as books, letters, brochures and posters.

¹ Computers in the Classroom: The Impact of Technology on Student Learning A Cooperative Research Project, Consortium Research Fellows Program, Army Research Institute, Boise State University College of Education

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Databases: Organizing large quantities of related information so that specific data can be retrieved to draw conclusions and make decisions.

Graphics and Multimedia: Creating and presenting text, graphics, video, photographs, animation, speech, sound effects and music interactively to convey mood, to transmit knowledge and to entertain.

Spreadsheets: Using hidden formulas to convert data into tables charts and graph that analyze the information and forecast numerical trends.

Programming: Understanding the languages upon which all computers operate. Without these directions, the computer is inert.

Applied Technology: The infusion of technology into all subject areas and aspects of school life

In Pennsylvania, Immaculata College and Pennsylvania State University provide remedies for teacher computer illiteracy by offering graduate school credits and continuing education units for the completion of a 45-hour course that covers the areas listed above.

Assessment

Public and private schools are spending billions of dollars each year to purchase computer technology across the United States. Because of this investment it is important for schools to know whether their teachers and students are adequately prepared to take advantage of this technology. Without some kind of assessment they are shooting in the dark as they work towards the goal of infusing technology into their learning environments.

The Idaho Technology Competency Exam is the assessment with the longest history of use in the United States. It was developed in response to the needs of the Idaho Legislature, which had contributed over 60 million dollars towards teacher training and the infusion of computer technology into Idaho's public classrooms. Because of this investment, the legislators wanted to know if teachers were adequately trained to take advantage of the technology.

To begin to answer their questions and to provide some guidance for teacher technology re-training, Boise State University and the Southwest Idaho school districts planned, coordinated, developed and tested the "Idaho Technology Competency Exam." It measures word processing, graphics, databases, spreadsheets, operating environments, multimedia, applied technology, desktop publishing and telecommunication (Internet) skills. The competencies are articulated with ISTE (International Society for Technology in Education) and NETS (National Educational Technology Standards) standards and are endorsed by ISTE President, Dr. Heidi Rogers. Over 8,000 teachers and administrators have taken the test since the spring of 1995.

A Progress Report conducted at Boise State University and released in December 1997 concluded that the State's teachers were well on their way toward to becoming effective users of technology in the teaching/learning process although the test still identified some shortcomings in the areas of databases, spreadsheets and multimedia.

The goals initiated by the legislature were met with a degree of seriousness and measurable success because they were backed by an assessment program that enabled them to identify the educational communities' strengths and weaknesses and measure their progress over time.

We believe that assessment is an essential component in the effective, statewide implementation of technology standards.

Conclusion

Technology, properly used, has a transformative effect on the quality of education in schools. Computer literate teachers are essential to this process. Without them, an investment in hardware, software and networks does not pay off. Teacher and student technology standards should be clearly articulated, but without some method of assessment, it is unlikely that these standards can be enforced.

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**CHAPTER 354 HEARING SCHEDULE
ARIN INTERMEDIATE UNIT 28, INDIANA, PA
JULY 27, 1999**

99 JUL 29 11:19:10

TIME	NAME	ORGANIZATION
9:00	John Butzow (Dean, College of Education) Indiana University of PA	PACTE
9:15	Dr. Barbara Gruget Clarion University	Cancelled 7/21/99
9:30	Dr. Gail Grejda Dean, College of Education & Human Svcs. Clarion University	
9:45	Wayne Moore Senior Faculty Member Indiana University of PA	Teacher Education Coordinator's Council
10:00	Constance K. Smith Consultant and Program Assessment	Higher.edu
10:15	John Snyder Assoc. Director of Career Services Slippery Rock University	Mid-Atlantic Assoc. for School, College & University Staffing
10:30	Michael Saraka Director of Career Services St. Francis College	PA Career Counseling Services (PACCS)
10:45	Carla Hart Director of Career Services Slippery Rock University	Slippery Rock University
11:00		
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TELETYPE UNIT

TIME	NAME	ORGANIZATION
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Chapter 354 Proposed Pennsylvania General Standards

A Response by PAC-TE

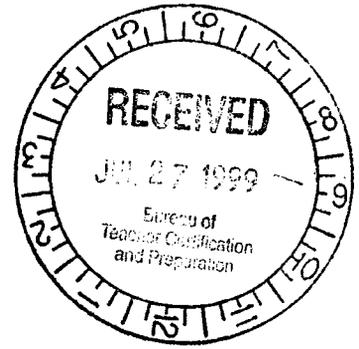
Presented by John W. Butzow
PAC-TE President

Abstract

It is clear that both the Pennsylvania Department of Education and the Pennsylvania Association of Colleges and Teacher Educators are both genuinely interested in improving the quality of teacher preparation programs through the development of viable standards.

After careful and continuing review and discussion with a variety of its constituencies, PAC-TE recommends a number of changes to the proposed Chapter 354:

1. More attention in the proposed standards should be devoted to the psychological components of teaching, i.e. psychology, learning instructional theory, classroom management and control.
2. More attention should be given to meaningful exit competencies rather than entrance competencies for prospective teachers. Raising exit level test scores will not, alone assure greater teacher competence.
3. Chapter 354 should include a section on Unit Governance.
4. Section 354.25 (b) should be strengthened and clarified. The appropriateness of courses for Bachelor of Arts or Sciences Degrees to those in education is not always generalizable or desirable.
5. The proposed standards should include a directive wherein all schools in basic education shall recommend only their most competent teachers to serve as cooperating teachers.
6. PAC-TE recognizes and welcomes the opportunity to provide support for novice and experienced teachers. However, the nature and extent of "ongoing support" alluded to in the proposed standards must be clarified and accompanied by appropriate funding.
7. The proposed standards must make it just as rigorous to become certified through alternate routes as through conventional routes. The current proposed standards do not clearly speak to this issue.
8. Relative to section 354.25 (3), establishes a minimum grade point average in course work exclusive of professional education courses.
9. The Ten INTASC Standards should clearly drive the monitoring and assessment of Chapter 354. It is clear from IRRC's statement to the State Board that the State Board is the agency that should clearly establish and articulate these standards.



10. PAC-TE is pleased to see that the Teacher Preparation Institutions are now directed to develop and use specific exit standards for each program. Chapter 354 should provide specific guidelines and resources to ensure that those standards are consistent across program and with the Chapter 4 standards for the assessment of children and youth.
11. PAC-TE is concerned about the statement in 354.31 (5) which allows up to 10% of candidates for admission to the program who do not meet the minimum GPA to be admitted if exceptional circumstances justify admission.

More attention in the proposed standards should be devoted to the psychological components of teaching, i.e. psychology, learning instructional theory, classroom management and control.

Chapter 354 is being developed to provide clearer and more rigorous standards for the preparation of teachers in the Commonwealth of Pennsylvania. The scope of the document is intended to provide the criteria for approving the programs of study of teacher preparing institutions in Pennsylvania. It is curious to note that so much of the document is focused more on those characteristics of the students that are determined by their community and family background which are not clearly the results of their experiences in higher education. The version of Chapter 49 that was recently adopted by the State Board of Education includes a set of standards (formerly called principles) 49.81 (b), (1) through (10). One of these for example (2) provides the following challenges:

The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

This statement was borrowed by the State Board from a widely supported set of standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) in 1992. INTASC developed these as a set of organizing principles for actual standards that would be used to focus assessment of teacher education candidates. Standard 2 should include, in addition to this brief statement, a more detailed list of the specific elements of that area of standards. Research and practice have shown that effective educators (those who perform and thereby stimulate student learning) possess these three attributes: an understanding of content of a subject area and methods of instruction (knowledge); certain attitudes and beliefs about teaching (dispositions); and the ability to combine knowledge and dispositions so that their achievement in the classroom (performance) leads to successful student work. **PAC-TE strongly recommends that a list of knowledge, dispositions and skills that the exiting teacher education candidate would be expected to demonstrate be included in Chapter 354.** [Such a list is published with the INTASC Standards and is available on the Internet at <http://www.ccsso.org/intaspub.html>.]

PAC-TE wants to stress that in stating these in Chapter 49, the State Board laid the groundwork for an excellent revision of the teacher education process in Pennsylvania. In developing its regulations for teacher education programs, in Chapter 354, the State Board does not follow through with the idea of general standards. **PAC-TE urges the State Board to reconsider the structure of Chapter 354 to include the entire set of knowledge, dispositions and skills as published in the Model Standards developed by INTASC.** The State of Indiana recently completed the redevelopment of their general and specific new teacher standards using the INTASC Model Standards. PAC-TE strongly recommends that the State Board review the Indiana Professional Standards Board work as it continues to revise Chapter 354 into a true set of general standards. [The Indiana Professional Standards Board maintains a web page at <http://www.state.in.us/psb/>.]

More attention should be given to meaningful exit competencies rather than entrance competencies for prospective teachers. Raising exit level test scores will not, alone assure greater teacher competence.

In establishing a set of academic averages as eligibility indicators for students to officially join a teacher preparation program after the completion of three semesters, the State Board seems to rest its case on quality. There is mention of exit standards enabling the candidate to teach to the Chapter 4 standards but little else is specified. **PAC-TE urges the State Board to reconsider these position and place clear exit standards that follow from the INTASC Model Standards for all teacher education programs.** Those standards should then be used to assess the individual candidate's suitability to be recommended

for a state certificate as well as an indication of the ability of the institution to provide the student the necessary knowledge, disposition and skill needed to become a beginning teacher.

Chapter 354 should include a section on Unit Governance.

Our review of Chapter 354 indicates that there is a definition of the Unit that provides the teacher education program for each Teacher Preparation Institution but the document does not make clear what the responsibilities of the Unit should be. In reviewing similar documents from other states and national accreditation agencies, PAC-TE finds that state general standards usually include an evaluation of the effectiveness of the teacher education Unit. The following are typical statements used for evaluation:

- (1) The Unit has responsibility and authority in such areas as recommending faculty selection criteria, tenure and promotion criteria for teacher educators as well as developing criteria for retention and recruitment of faculty who will be involved in teacher education.
- (2) The Unit documents that it operates as a professional community and has the institutional responsibility, authority and responsibility to develop, administer, evaluate and revise all professional development programs.
- (3) The Unit provides professional education programs that are well organized, unified and coordinated to ensure fulfillment of its mission and application of its exit criteria.
- (4) The Unit actively involves its faculty, candidates and its cooperating educators from basic education in the unit's policy making and/or advisory bodies.
- (5) The Unit provides for the professional development of its faculty and cooperating educators.

Section 354.25 (b) should be strengthened and clarified. The appropriateness of courses for Bachelor of Arts or Sciences Degrees to those in education is not always generalizable or desirable.

In developing Chapter 354, The State Board chose to emphasize specific academic majors rather than focus on the needed academic content as part of the knowledge sections of general and specific standards. **PAC-TE urges the State Board to revise 354.25 (b) to state the specific competencies needed for teaching each grade level or special field or academic subject.** INTASC for example has developed a model set of exit standards for mathematics teacher candidates. It is not clear that the BA or BS degree in content offered by the institution can function as an effective safeguard to ensure that candidates have learned all the academic content required to teach a specific grade level or subject. In some instances there may not be a relevant BA or BS degree to use for comparison sake. Since the content of academic degrees vary so much from institution to institution, a much clearer set of expectations would be provided by clear knowledge standards. Then the institutions could use whichever academic major it chooses to designate for the specific program rather than try to follow program inclusion guidelines that are not clearly linked to either the standards stated in Chapter 49 or those in Chapter 4.

The proposed standards should include a directive wherein all schools in basic education shall recommend only their most competent teachers to serve as cooperating teachers.

Section 354.27 (2) sets forth directives about how the teacher education unit will establish agreements with public schools and cooperating professionals. This section should also provide conditions for participation by local school entities in teacher education programs. The teacher education unit is expected to abide by specific criteria for selecting and retaining its faculty. The cooperating schools are not so obliged by Chapter 354 to do so for cooperating teachers. **PAC-TE urges the State Board to include a requirement in 354.27 for criteria for selection of cooperating teachers.**

PAC-TE recognizes and welcomes the opportunity to provide support for novice and experienced teachers. However, the nature and extent of "ongoing support" alluded to in the proposed standards must be clarified and accompanied by appropriate funding.

Section 354.27 (c) states, "The unit shall provide ongoing support to novice educators in partnership with public schools during their induction period, including observation, consultation and assistance." It is not clear how much of this assistance shall be provided or what, if any, geographical limit is to be imposed on the institution. This mandate could prove to be very costly to an institution of higher education that would in turn receive no income to support the activity. **PAC-TE urges the State Board to develop an alternate statement in which teacher preparation institutions are assisted by the state in providing these important services to novice teachers in a consortial structure.**

The proposed standards must make it just as rigorous to become certified through alternate routes as through conventional routes. The current proposed standards do not clearly speak to this issue.

PAC-TE as an organization does not oppose the development of alternative routes to certification as long as those routes are designed to include the same rigorous standards that are applied to persons preparing for teaching using the traditional route. **PAC-TE urges the State Board to put a statement to this effect into Chapter 354.**

Relative to section 354.25 (3), establishes a minimum grade point average in course work exclusive of professional education courses.

We have already stressed the need for consistency between Chapters 354 and 49. Chapter 49 clearly sets forth the need to use standards for the assessment of exiting students to determine if the preparing institution should recommend them for certification. We have argued that the grades provided by one institution would not be the same at another institution. The use of grade point average therefore does not guarantee a desirable level of knowledge in content for prospective teachers. **PAC-TE urges the State Board to remove the reference to grade point average and substitute in its place assessments based on the 10 program standards.**

The Ten INTASC Standards should clearly drive the monitoring and assessment of Chapter 354. It is clear from IRRC's statement to the State Board that the State Board is the agency that should clearly establish and articulate these standards.

PAC-TE has pointed out consistently in this process of establishing general standards that there needs to be clear, specific statements of the standards for candidate and program assessment stated in Chapter 354. We have further argued that it is essential that the very same standards stated in Chapter 49.81 (b) be those used for this purpose. In addition, in previous sections of this statement, PAC-TE strongly recommends the Model Standards developed by INTASC be employed in their entirety as a statement of general standards for the preparation of professional educators.

PAC-TE is pleased to see that the Teacher Preparation Institutions are now directed to develop and use specific exit standards for each program. Chapter 354 should provide clear guidelines and resources to ensure that those standards are consistent across programs and with the Chapter 4 standards for the assessment of children and youth.

Most state certification processes provide both general standards and specific standards for each program of educator preparation. Chapter 354, as it stands, uses statements about academic averages and

requirements that students in teacher preparation take the same courses as others in the comparable academic major instead of stating specific standards for the individual teacher education program. Chapter 354 also specifies that teachers be prepared to enable students to achieve the standards set forth in Chapter 4. PAC-TE urges the State Board to develop a clearer method to specify the content related exit competencies of candidates for certification. PAC-TE further urges the State Board to use standards developed by such learned societies as the National Council of Teachers of Mathematics as a basis for the development of our Pennsylvania Teacher Standards.

PAC-TE is concerned about the statement in 354.31 (5) which allows up to 10% of candidates for admission to the program who do not meet the minimum GPA to be admitted if exceptional circumstances justify admission.

Our concern here is that the 10% rule is a potential opportunity for institutions to be tempted to engage in discrimination. Authors of this draft document have made statements to the effect that the 10% rule is there to assist institutions to make provisions for majors where the GPA's rarely reach 3.0. Variances could also be made for students who are recruited into the preparation institution from secondary schools that may not have strong academic standards. Variances could also facilitate retaining students from a variety of races and ethnic backgrounds. Our view is that institutions cannot have double standards, one standard for one group and another one for other groups. The existence of this rule and the qualifier that it may be used in "exceptional circumstances" is direct admission that the 3.0 GPA is not a good standard for program admission.

We have another concern with the 3.0 GPA admission standard. We understand that students from certain environments do not achieve high GPA's during their initial years of college or university life. That is because their preparation for higher education was not strong and their family and community background did not strongly support schooling. These students generally have a very difficult time making the same level of progress through college as other students. By the third semester, such a student would not have a GPA indicative of her/his ultimate level of college/university achievement. **PAC-TE urges the State Board not to create artificial impediments to the opportunity of underrepresented groups to gain admission to teacher education programs.**

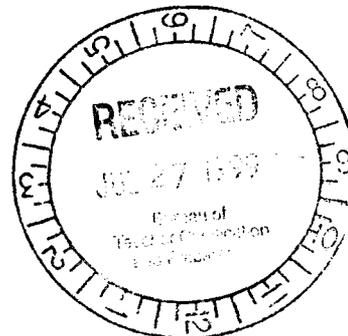
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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
CHAPTER 354
PROPOSED PENNSYLVANIA ACADEMIC STANDARDS
HEARINGS**

**Gail F. Grejda, Ph. D.
Dean of the College of Education and Human Services
Clarion University**

**Arin Intermediate Unit 28
Conference Room A
Indiana, PA
July 27, 1999**



Approximately thirty years ago I stepped in front of a classroom for the first time and was immediately captivated by the challenge of effective teaching and learning. That has not changed; I care as passionately about teaching and learning today as I did that first day in front of the classroom. Accordingly, I applaud the Pennsylvania Department of Education initiative to improve the quality of teacher preparation programs in Pennsylvania — Chapter 354.

I do have concerns regarding some of the standards, however, and appreciate the opportunity to voice those concerns.

I am concerned that attention appears to be focused on entrance competencies rather than exit competencies. This is in marked contrast to all national accreditation standards which are focusing on exit competencies and the initial teaching performance of teacher candidates. Teacher preparation programs across the country are being asked by national accrediting agencies to define the exit competencies required of their respective programs and multiple means of assessing those standards. Nationally normed Praxis scores serve as only one component of those exit standards. Student centered assessments, such as portfolios, are increasingly combined with standardized test scores.

Using exit standards rather than entrance standards for admission to and retention in a teacher certification programs reduces factors over which students may have little or no control — academic preparation, socio-economic factors, and cultural background. It is naive to assume that a small rural school with limited financial resources or a large urban school with a disproportionate share of societal problems provides the same academic preparation as the typical well financed suburban school with a majority of its students the products of enriched family backgrounds.

Admitting a diverse population to a teacher preparation program but holding them to the same exit standards seems more in line with current research, national accreditation standards and the democratic ideals of our country. Graduated academic standards such as a minimum 2.5 GPA after 30 credits; a 2.75 GPA and successful completion of the General Knowledge and Communications Skills section of the Praxis test for admission into a teacher certification program at 48 credits; and a minimum 3.0 GPA and successful completion of the remaining Praxis tests would be required for a teaching certificate. The bar for each Praxis test would be set by the Department of Education with teacher preparation programs held accountable for the performance of their teacher candidates.

Teacher candidates would also be required to complete graduated field experiences including a one semester pre-student teaching field experience, a one year internship/student teaching field experience, and a minimum one year initial teaching experience under the guidance and supervision of a mentor teacher. These standards reflect those required of related professional preparation programs.

Standards such as those defined above would have greater reliability and validity than

a 3.0 minimum GPA. Standards for a 3.0 GPA vary greatly among degree programs on my campus; it is difficult to imagine the variance among the 91 Pennsylvania schools of education. Does the Department of Education have any research that indicates a minimum 3.0 GPA is a predictor of teaching excellence?

I am concerned that stringent entrance competencies could eliminate teacher candidates who need a semester or year to acquire the study skills required for acquiring and maintaining a 3.0 GPA.

I am also concerned that section 354.25 (3) establishes a minimum grade point average in course work exclusive of professional education courses. How does one compute the GPA of an Education major without including professional education courses? Grades in professional education courses frequently tend to be a better indicator of teaching potential than grades in general education courses. A student's GPA should reflect the degree program requirements, not just some of the courses.

Current research identifies three common attributes of effective educators: an in-depth knowledge and understanding of subject matter; research based attitudes, dispositions and beliefs about teaching; and the ability to combine knowledge and dispositions so that their performance and achievement in the classroom leads to successful student work. Excluding professional education courses from a student's GPA ignores current research on the attributes of effective teachers. What is the basis for this decision?

Finally, I am concerned that we are reducing the number of Education majors in Pennsylvania colleges and universities at a time when there appears to be a severe teacher shortage in rural and urban areas of Pennsylvania and across the nation. Research indicates that prospective teachers tend to seek employment in locations similar to those in which they were raised. Chapter 354 standards will probably have the greatest negative impact on students from urban and rural school districts yet those will be the districts needing the greatest number of teachers in the future. Has the Department of Education conducted any studies to determine the impact of Chapter 354 on rural and urban students?

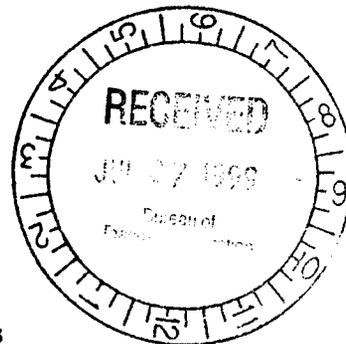
Is the Department of Education concerned about the number of students enrolled in teacher preparation programs in Pennsylvania? An Education degree prepares students for many career opportunities in today's world. Most Education degree programs consist of a liberal arts foundation and education courses that train students to present content in a meaningful way. Such skills are prerequisites for many professional careers other than teaching.

In short, I urge you to follow the lead of national accreditation agencies and learned societies:

- * encourage the admittance of a diverse student population in teacher preparation programs that reflects the population of Pennsylvania

- * focus on establishing clear exit competencies rather than entrance competencies for prospective teachers
- * use multiple forms of program and student assessment
- * honor the importance of all courses that contribute to a degree program by including them in the computation of a student's GPA
- * define graduated academic standards and field experiences for teacher candidates
- * require a mentorship and induction program for entry level teachers
- * hold teacher preparation programs accountable for the performance of their teacher candidates and their ability to meet the exit standards defined above

**Testimony Presented to:
Pennsylvania Department of Education
Armstrong-Indiana Intermediate Unit
Indiana, PA
Regarding:
Proposed Rulemaking 22 PA. Code CH 354
Institutional Preparation of Professional Educators
By:
Wayne A. Moore, Chair, Technology Support and Training
Senior Teacher Educator
Indiana University of Pennsylvania
July 27, 1999**



On behalf of the teacher educators at Indiana University of Pennsylvania I am submitting these statements in reference to the proposed 22 PA. CODE CH. 354. Over the past 11 years I have worked with both teacher education faculty and students. In addition I serve on regional, state, and national boards on associations whose primary membership is teacher educators. My comments refer specifically to section 354.25—Academic Competence and will address three areas of concern—technology, grade point average, and required core courses.

354.25 Academic Competence

1. Technology

Section a.1 addresses the use of technology related to academic disciplines. This statement is very broad and refers to an area that has a tremendous impact on the lives of students at all grade levels. It is our belief that technology should be addressed in a separate section rather than be given a cursory statement. Each item under this section (understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry) should be addressed relative to technology.

For future teachers to be prepared to use technology to enhance and enrich the learning opportunities of students, they must have a strong technology background. This background must include skills to use the technology and to develop methods for integrating technology. Educators must use the technology to plan lessons, deliver instruction, and assess students.

2. Minimum Grade Point Average

Section a.3 proposes to raise the minimum grade point average. The GPA is raised gradually over a three year period from 2.6 to 3.0.

The proposed minimum grade point average of 3.0 threatens to eliminate individuals who may have the necessary knowledge, skills, and attitudes to be effective educators. A high grade point average is not necessarily indicative of individuals who

will interact effectively with students, peers, and administrators. The adoption of a 3.0 grade point average does not assure that individuals achieving this benchmark will be better prepared to assume classroom responsibilities than those who fall in the 2.5-2.9 range. A minimum standard should be set by each institution based on consideration of factors including requirements set by national accrediting bodies, learned societies, and professional teacher associations.

3. Required Core Courses

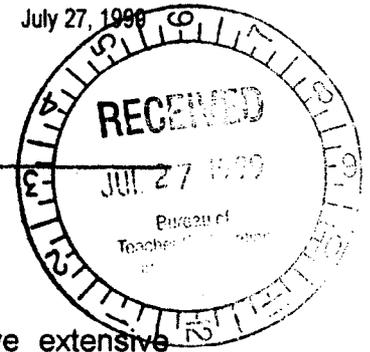
Section c addresses academic content areas and required core and elective courses. This proposal indicates that the specialty core of education majors and non-education majors be the same.

To require students to have the same content area preparation as students who are seeking a non-education degree is not possible in a traditional 4-year time frame. For example, in the business curriculum the business core totals 33 credits and would require business education students to attend an extra semester in order to meet the additional core requirements. Moreover, in most cases core courses not included in the education curriculum contain subject matter normally not taught at the K-12 level. Rather than require future educators to complete courses that will not meet their needs as educators we should provide them with opportunities to develop a range of teaching strategies that will enable them to reach all of their students in the classroom. In addition, well-constructed, practical experiences interwoven with specific coursework on curriculum, learning, and teaching will help ensure the graduates' success in the classroom.

In summary, an undergraduate education program that produces well-prepared teachers who have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject(s) is created, organized, and linked to other disciplines and applied to real-world settings is a goal of teacher preparation institutions throughout Pennsylvania. The proposed Rulemaking 22 PA. Code CH. 354 entitled Institutional Preparation of Professional Educators addressed the major components of teacher education however, I strongly urge consideration of the areas of concern presented in this statement.

July 27, 1999

**PUBLIC HEARING ON PROPOSED NEW REGULATIONS
22 PA Code Chapter 354**



INTRODUCTION

My name is Constance Smith, and I live in Butler County. I have extensive professional experience in higher education, and my specific areas of expertise are program evaluation, outcomes assessment, planning and institutional research. My doctorate is from Cornell University, and I have been employed at two research universities, two community colleges and two regional universities in five different states. Currently, I am self-employed as a consultant.

I am here today because I agree with the Commonwealth's intention to collect high quality, pertinent information about the impact of Chapter 354 on teacher preparation. As currently written, however, there are some ambiguities and gaps in the proposed regulation which could substantially compromise the quality of the information the Department will receive. In addition, I believe that this new regulation will place an unnecessary burden on institutions and will result in costs to the Department and to the institutions which have not been fully identified.

My remarks, then, will be in two parts. First I will address cost and paperwork estimates, and then I will discuss reporting requirements.

COST & PAPERWORK ESTIMATES

As a relative newcomer to Pennsylvania, I was pleased to learn that this Commonwealth includes cost and paperwork estimates in proposed new regulations such as this one. Since our state leaders recognize the need to fully disclose probable costs, I will first discuss costs to the institutions and then costs to the Department.

Costs to the Institutions

The proposed rule states that

"Costs borne by institutions of higher education which offer teacher certification programs are inherent in the restructuring of programs to be in compliance with new standards."

This statement seems to imply that once their curricula are restructured, there would be no recurring costs to the institutions. As a professional with over 20 years' experience in institutional reporting, I would argue that the sections on Unit Reporting

(354.23) and on Monitoring and Assessment (354.32) will result in substantial regular, recurring costs to the institutions. The sections below outline these costs.

Unit Reporting (Section 354.23)

Subsection (a) requires biennial program evaluations, and subsection (c) requires annual reports of graduates' employment. Again, as one who has engaged in this type of activity on dozens of occasions, I can assure you that gathering, documenting, analyzing, interpreting and disseminating the information called for in these subsections will be quite time-intensive. In all probability, these activities will be either assigned to a faculty member or farmed out to a consultant.

My estimate is that -- to be done well -- all of the activities in subsections (a) and (c) would consume about 400 hours in an average year, costing approximately \$15,000 annually in faculty salaries¹ or consultant fees². In addition, collecting annual data on graduates' employment is likely to cost \$2.00 per graduate in postage and printing³ and an additional \$433⁴ per 100 graduates for clerical tasks such as materials preparation, survey distribution, and data entry.

Monitoring and Assessment (Section 354.32)

This section seems to reflect current best practice in the assessment of learning, calling for monitoring and performance-based assessments of numerous competencies. NCATE institutions already are moving in this direction, and many other teacher education programs also are beginning to address continuous assessment of candidates' progress.

Nevertheless, the performance-based assessment process at most institutions is unlikely to be as comprehensive and systematic as this section specifies. Institutions will find that they will need to develop some workable system -- probably computer based -- to insure the regular, efficient and consistent documentation of each skill and data source for each candidate. Someone will have to develop, test and revise such a computer program. I would estimate that developing an effective tracking and documentation system would cost at least \$5,000⁵.

In addition, someone will have to enter the data; and -- most important -- someone with expertise in teacher preparation will have to examine the information for each student on a regular basis and make sure that deficiencies are addressed in a timely fashion. Assuming that data are entered and the information is examined at least eight (8) times per year (bi-monthly during Fall and Spring semesters, and twice during Summer Session), I estimate that annual implementation for each 100

¹ Based on 25% of \$60,000 (9 month salary plus benefits).

² 50 days @ \$300 per day.

³ Assumes business reply fees plus postage and materials for an initial mailing, 2 reminder cards, and a second mailing. (This level of follow-up is necessary in order to obtain an adequate response rate.)

⁴ 30 hours per 100 graduates per year, based on \$30,000 (12 month salaries and benefits).

⁵ Based on 10% of \$50,000 (12 month salary plus benefits).

students would cost at least \$231⁶ in clerical salaries and another \$1,128⁷ in faculty or administrative salaries.

	Est. One-time Costs	Est. Recurring Costs
354.23 (a) biennial program evaluation and (c) annual reporting		
Faculty salaries		\$15,000.00
Survey postage & materials (for 400 graduates)		800.00
Clerical salaries for survey (for 400 graduates)		1,700.00
354.32 Monitoring and assessment		
Salaries for computer programming	\$5,000.00	
Clerical salaries (for 1,200 students)		2,800.00
Faculty salaries (for 1,200 students)		13,500.00
Total	\$5,000.00	\$33,800.00

I am not suggesting that you accept these estimates. What I hope to do, rather, is to point out the importance of re-examining the financial impact of this proposed regulation on the institutions.

Costs to the Department

The proposed rule states that

"Costs to maintain the program approval process would be comparable to already existing costs which have been approximately \$300,000 per year."

Although I am not as well-informed as others concerning the frequency and scope of reports the Department currently receives from teacher education institutions, the current program approval process apparently includes neither annual reports on the placement of graduates [354.23, (c)] nor complex, biennial systematic evaluation reports [354.23, (a) and (b)]. I'm sure you will agree that – in all fairness to the dedicated people who prepare these reports and to the institutions that redirect scarce resources to comply with these reporting requirements – there should be some assurance that the Department will have the personnel available to do more than merely file away these reports. Believe me, there is nothing more discouraging than pouring your heart and soul into preparing a thorough, well-documented report only to discover later that no one has read it.

If the purpose of requiring these reports is to insure compliance with the other provisions of Chapter 354 and to assess their effectiveness in improving teacher education throughout the Commonwealth, then the Department must have the personnel available to review, digest, and react to these reports. I would estimate that at least one full-time, professional position would be needed.

⁶ 16 hours/100 students, based on \$30,000 (12 month salary plus benefits).

⁷ 32 hours/100 students, based on \$73,300 (11 month salary plus benefits).

Summary: Costs

For the teacher preparation institutions, there will be substantial recurring costs which are not reflected in the proposed rule. For the Department, additional personnel will be needed to provide appropriate review of the regular reports from institutions. In fairness to the public and to institutions and to the Department, these costs should be acknowledged when the final rule is published.

REPORTING REQUIREMENTS: CONTENT & FREQUENCY

Regular reports can enable this Commonwealth to insure compliance with the provisions of Chapter 354 and to begin to assess the impact of these provisions in improving teacher preparation. If poorly implemented, however, these reports can be useless expenditures of resources. Even when reporting is implemented well, too much data arriving too often can overload the ability of regulators to deal with the information in an appropriate and timely fashion.

Content Specifications

When we request data from a variety of institutions, it is absolutely essential to minimize the degree to which institutions can interpret our request differently from each other and/or from what we intended. The content of required reports, then, must be specified with a high degree of precision.

The proposed regulation recognizes the importance of defining terms, and provides a number of definitions. Unfortunately, it neither defines "recent graduate" nor distinguishes that term from "graduate". It also fails to specify the meaning of "type of employment". On the other hand, it limits reported employment outside the Commonwealth just to those positions in other "states".

§ 354.23. Unit reporting.

The provisions in subsection (c) are as follows. (I have added the underlines.)

(c) The unit shall annually compile and make available to applicants, current students, the Department and the State Board of Education information concerning the placement of its graduates. This information shall include the following placement rates:

- (1) Graduates in teaching, educational specialists and educational administration positions in this Commonwealth.*
- (2) Other states outside this Commonwealth.*
- (3) Other professions, to be categorized by type of employment.*

From the context, I would assume that in this subsection the term "graduates" is synonymous with "recent graduates". Others might assume, however, that institutions are being required to survey all of their alumni with degrees in education. A simple revision can clarify the issue.

Recommendation: substitute "recent graduates" for "graduates" in Section 354.23, subsection (c) and paragraph (c, 1).

Institutions still will need to be told -- exactly -- what "recent graduate" means and how soon after graduation they should be surveyed. In my view, current best practice in graduate follow-up research is reflected in procedures used by the National Center for Educational Statistics (NCES). For example, in April of 1991 NCES surveyed recent college graduates from across the nation. The target population was persons who had graduated during the 1989-90 academic year (July 1, 1989 thru June 30, 1990)⁸. These graduates, then, had been out of college for at least nine (9) months and possibly for as many as 20 months. When I consult with universities about their graduate surveys, I always recommend that they allow at least six (6) months to pass after commencement before they survey their graduates.

A related issue involves data quality. Statisticians tell us that information based on 100 people is more stable and useful than information based on 10 people⁹. In order to get optimally reliable and useful information, then, we would want to collect data from as many people as possible. For this reason, at institutions which have more than one commencement per school year, I recommend that they survey all graduates of a specific school year, not just May or June graduates.

Recommendation: in the Definitions Section (354.1), include a definition of "recent graduate". For example, "When collecting information for unit reporting and/or program evaluation purposes, the unit shall define a 'recent graduate' as a candidate who received his or her degree during the school year prior to data collection."

Recommendation: in the Unit Reporting Section (354.23), include in the last sentence of subsection (c) additional specifications concerning the timeframe during which the data are to be collected. For example: "This information shall be collected no sooner than six (6) months after the candidate's graduation, and it shall include the following placement rates:"

It is not clear if subsection (c) paragraph (2) refers to recent graduates employed in any positions outside the Commonwealth or if it refers only to educational positions outside the Commonwealth. As an evaluator, I would be more interested in the later, and I would suggest that the intent be clarified.

⁸ National Center for Educational Statistics. Occupational and educational outcomes of recent college graduates 1 year after graduation: 1991. NCES 93-162.

⁹ For example, 20% of 10 people is two, and one of them could be some type of exceptional case; 20% of 100 is 20 people, and while it is possible for one or two of them to be an exceptional case, it is highly unlikely that 10 of them would be.

Because this paragraph specifies "states outside this Commonwealth", Pennsylvania's sons and daughters who are teaching in U.S. territories, at military bases abroad, in the Peace Corps and similar programs would not be reported.

Recommendation: substitute "locations" for "states" in Section 354.23 subsection (c) paragraph (2); and rephrase paragraph (2) to parallel (1). For example: "Recent graduates in teaching, educational specialists and educational administration positions in other locations outside this Commonwealth."

Again, as an evaluator, I would want to know how many recent graduates were employed in educational positions outside of schools. Some examples would be: employee training specialists in private businesses; nutrition, health and family life educators in hospitals and/or social service agencies; fitness educators in parks and recreation programs; etc. Most graduates who do such work would not call their positions "teaching", however, since they are not employed by a school.

Recommendation: in Section 354.23 subsection (c), add two paragraphs to report placement in education-related positions inside and outside Pennsylvania. Since these positions can be so varied, it should be left to the graduate (not the institution) to determine if his or her position is education-related. For example: "Recent graduates in education-related positions (however the graduate defines 'education-related') in this Commonwealth" and "Recent graduates in education-related positions (however the graduate defines 'education-related') in other locations outside this Commonwealth".

If we know the placement rates of recent graduates in schools both in and outside Pennsylvania, and the placement rates in education-related positions both in and outside Pennsylvania, the only thing left to learn is the placement rates in other professions here and elsewhere. Subsection (c) paragraph (3) seems to be intended to provide this information, but it doesn't specify whether the report is to be for recent graduates employed in Pennsylvania or elsewhere or both.

This paragraph also calls for categorization by "type of employment". As you can imagine, there are dozens of different ways to categorize positions. Unless a set of categories is specified ahead of time, then, the Department will receive a collection of different, non-comparable reports. The simplest solution would be to not ask for employment categories, just requesting information about placement in non-education related professions. In all probability many institutions already survey all of their recent graduates on a regular basis, and these surveys are likely to use employment categories of some type. I'm sure the institutions would appreciate being able to both retain the categories they already are using and send the same survey to education and non-education graduates.

Recommendation: in Section 354.23 subsection (c) paragraph (3), delete categorization by type of employment and specify employment in this Commonwealth. Add a parallel paragraph specifying employment outside this Commonwealth. For example: "Recent graduates employed in other, non-education related professions in this Commonwealth" and "Recent graduates employed in other, non-education related professions in other locations outside this Commonwealth".

Frequency of Required Reporting

My experience has been that when data are collected too frequently, the data tend to pile-up and clog the system. Considerable effort is expended in collecting data, and unless sufficient time is allowed in between data collection cycles, it is difficult to fully uncover the implications of the information and to disseminate and explain the results to those individuals who are responsible for making program improvements.

When I first began doing graduate follow-up surveys over 15 years ago, we did so on an annual basis. It didn't take me long to realize that the results for one year's graduates looked just like the results from the previous year. Since graduates' responses are based on their experiences at the same institution during overlapping time frames, it's logical that the results from two successive graduating classes would be virtually interchangeable.

Since that time, I have surveyed recent graduates every other year, and that is the cycle that I recommend to my clients. Such a cycle not only is sensitive to changes over time, but it makes those changes easier to see. It also allows adequate time for the faculty to engage in thoughtful discussions about the meaning of the results and what program improvements might be needed.

Subsection (c) of the Unit Reporting section (354.23) requires that

(c) The unit shall annually compile and make available to applicants....

As you no doubt have guessed from my remarks above, I believe that annual reporting not only is unnecessary but that it is, in fact, counterproductive for the institutions and for the Department.

Recommendation: substitute "biennially" for "annually" in Section 354.23, subsection (c).

Summary: Reporting Content & Frequency

I have recommended that the following be added to the Definitions Section (354.1):

Recent graduates -- When collecting data for unit reporting and/or program evaluation purposes, the unit shall define 'recent graduate' as a candidate who received his or her degree during the school year prior to data collection.

I also have recommended a number of clarifications to the Unit Reporting Section (354.23). The following shows all of these recommendations in one place.

§ 354.23. Unit reporting.

- (a) The unit shall submit biennially to the Department, a systematic evaluation, which includes information obtained through the following sources:

- (1) Candidate assessment.
 - (2) Collection of data from candidates.
 - (3) Data from recent graduates.
 - (4) Other members of the professional community.
- (b) The unit shall demonstrate that the result of the systemic evaluation, as specified in subsection (a), fosters candidate achievement through the modification and improvement of the unit's overall program design.
- (c) The unit shall ~~annually~~ biennially compile and make available to applicants, current students, the Department and the State Board of Education information concerning the placement of its recent graduates. This information shall be collected no sooner than six (6) months following the candidate's graduation, and it shall include the following placement rates:
- (1) Recent graduates in teaching, educational specialists and educational administration positions in this Commonwealth.
 - (2) Recent graduates in teaching, educational specialists and educational administration positions in other states-locations outside this Commonwealth.
 - (3) Recent graduates in education-related positions (however the graduate defines "education-related") in this Commonwealth.
 - (4) Recent graduates in education-related positions (however the graduate defines "education-related") in other locations outside this Commonwealth.
 - (35) Other professions, to be categorized by type of employment. Recent graduates employed in other, non-education related professions in this Commonwealth.
 - (6) Recent graduates employed in other, non-education related professions in other locations outside this Commonwealth.

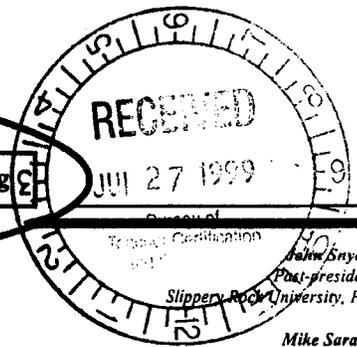
I hope that you find this testimony helpful in preparing final regulations that will achieve their purpose.

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MAASCUS

Middle Atlantic Association for School, College and University Staffing



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Treasurer
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Chapter 354 Testimony, July 27, 1999

page 1 of 4

My name is John F. Snyder, Associate Director in the Office of Career Services at Slippery Rock University. I come today as a representative of the Middle Atlantic Association for School, College and University Staffing, a professional association of college career service representatives and public and private school hiring officials. I am serving as immediate past president of MAASCUS while concluding my thirteenth year in college career services, eleven of them at Slippery Rock University. My professional background also includes seven years in public school employment -- six years as an English teacher in grades seven through twelve and one year as a guidance counselor for high school seniors. I am a graduate of a private liberal arts college in Ohio, earning a 3.82 grade point average after four years.

I share with you my grade point average, not because it has any relevance to what I do today, nor can I claim that I was a good teacher based on that number. I bring it up because the emphasis on grade point averages throughout Chapter 354 is a serious concern. Specifically, I find objectionable the 3.0 GPA requirement, after three semesters of liberal arts study, imposed on students wanting to enter a college of education. This arbitrary number, unless extensive research connecting a sophomore GPA to professional competence is available, is, quite simply, wrong. Teacher quality is a complex issue not measured by an early grade point average.

As an officer in MAASCUS, and an active member of more than ten years, I have interacted with school hiring officials throughout Pennsylvania and the Mid-Atlantic region extensively. School hiring personnel report that graduates are better trained and better qualified now than ever before. Teachers trained in Pennsylvania are highly sought by officials throughout the eastern seaboard and the United States. I realize that Pennsylvania officials do not like to hear about teachers leaving the Commonwealth, but Pennsylvania-trained teachers are able to find employment since they are well prepared for the challenges of teaching.

Most administrators in Pennsylvania will report the same thing. Earlier this month I attended a meeting in Pittsburgh where teacher quality became a topic of conversation. Robert Devlin of the North Allegheny School District, Judi Boren of the Pine-Richland School District, and George DiSimone and Richard Pitcock, both of the Allegheny Intermediate Unit, said without hesitation, most graduates of teacher programs today are well prepared to teach. Quality of new hires is not an issue.

Teacher quality has improved because many colleges of education are already doing what the proposed standards, section 354.32, call for when monitoring and assessing the progress of education students. There is always room for improvement, and standards, which reflect professional proficiency, are always welcomed. But therein lies our problem. A sophomore

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level grade point average does not predict who will be an excellent teacher. The current proposed entrance requirement (along with its alternatives) is too high too soon. A significant number of potentially outstanding teachers will be denied entrance into a college of education in Pennsylvania because they get off to a slow start in college. As career counselors, we will have to advise these slow starters, who may want to major in education, to explore attending college in another state. Many will qualify for teacher training in out-of-state institutions and will be quickly hired by out-of-state school districts after graduation. I say this not as a threat, but as a realistic option for students to pursue.

If the 3.0 sophomore GPA, as written in the standards, is based on solid research, then let's apply it to all majors in higher education. Any student who lacks a 3.0, or lacks a 2.8 with the proper basic skills test scores, or doesn't fall into the 10% exception for "exceptional circumstances" (whatever those may be), should be removed from higher education. If those who lack a 3.0 after three semesters will not be a good teacher, then I surely do not want them being a computer scientist writing programming codes which may run a life saving device or a transportation system; I do not want them being an accountant preparing or reviewing my taxes or financial portfolio; I do not want them being a journalist filtering and reporting the news to me; I do not want them being a manager determining how a business will operate; and I do not want them being a politician writing the rules, regulations, and laws that I must obey.

Let's pause for a moment and consider how ridiculous this 3.0 sophomore GPA becomes when applied to other majors and other professions! If a 3.0 sophomore GPA reflected professional ability, other professions would require such a standard. We all know that many students blossom academically and then professionally after a rocky start in college. Many of them become outstanding teachers. These standards say to them, "Go into another major or leave the state to become a teacher."

Last year, an official in the Pennsylvania Department of Education remarked to me that the standards are a way to control the oversupply of teachers. Another way to look at his statement is to consider education a wasted major unless the person pursues and finds employment as a teacher. (Can the same be said about a history major who doesn't find a job as an historian?) Yet, those trained as teachers have successfully made the transition from education to a wide range of professions. Attached to this testimony is a list of 33 SRU education graduates from our "RockNet Alumni Files" who are successful in a variety of professional fields. (This list is but a small sample of those who have used education degrees as a springboard to other areas.) They, and others, are successful because teaching skills transfer to many other professional fields.

Each year, the Pennsylvania-based National Association of Colleges and Employers (NACE) surveys employers about what is desired in college graduates entering the workforce. Their 1998 survey ranks these skills as most important: interpersonal, teamwork, analytical, oral communication, flexibility, computer, written communication, and leadership. Those completing education majors develop these skills through coursework and field experiences. While NACE acknowledges that proficiency in a field of study is important, it has never identified a grade point average, especially one after three semesters, as an indication of proficiency.

If the new standards are designed to control supply and demand, it must be stated that schools are hiring more new teachers now than in the previous fifteen years. Many schools, even our “best” ones who may have plenty of applicants for full-time positions, are currently experiencing a shortage of substitute teachers. And substitute teachers should be certified teachers and not just warm bodies to babysit restless students.

William Kearns, Director of Personnel at Lower Merion School District, conducted a study in 1995 and 1996 to determine what “paper factors” outstanding teachers have in common. As a personnel director at a popular district in Pennsylvania, he was trying to make his job of screening hundreds of applications more effective. After surveying fifty-six school districts in Pennsylvania, he identified four “paper factors” outstanding teachers had in common. Not surprisingly, GPA was such a factor. (The other factors included having a completed file, showing evidence of being involved in multiple activities or work, and producing superlative letters of recommendation from people who have seen the candidate teach.)

Three-quarters of the outstanding teachers had a GPA over 3.0. On the other had, one in four had a GPA less than 3.0. Applying the proposed standards to this example would eliminate 25% of the group identified as outstanding teachers by school administrators. Kearns concluded in his study that the overall grade point average is a factor which should be considered.

I agree. The **overall** GPA should be an exit standard.

The standards call for a variety of GPAs to be used – one for admission, another for academic major, and yet another for professional education coursework. All, of course, must be 3.0 and above. That is unnecessarily complex. One overall exit GPA is sufficient. If 3.0 is the magic number, then so be it. Although I believe a 2.8 allows those who may still be outstanding teachers, but who are not as gifted at college coursework, to prove themselves as student teachers, to earn certification, and to compete for teaching positions. The entrance requirement should be a 2.6. Some students find college-level courses in areas outside of their interests to be incredibly difficult. Even though they will never teach these math or science or literature classes to elementary or secondary students, these college classes may prevent them from teaching anything if the 3.0 sophomore GPA stays in the standards.

It is always noble to demand rigor of any academic course or professional preparation. Several professional associations have been involved in research concentrating on making teacher preparation stronger. In 1997, the American Association of School Personnel Administrators released the results of their intensive study of what makes an excellent teacher in the publication, “Teacher of the Future, A Continuous Cycle of Improvement.” The publication stresses that teachers must know the subjects they teach and how to teach them. Not once, however, in this thorough examination of good teaching and how to assess those who possess the abilities to become excellent educators, are personnel administrators directed to eliminate candidates based on a specific grade point average.

And that brings me to these legitimate questions:

Why require a 3.0 after three semesters?

On what research are the alternatives to the 3.0 based?

If a 3.0 sophomore GPA is an accurate predictor of teaching excellence, why are there any alternatives at all?

From where did the 10% "exception" rate come? Why not 5% or 25%?

These are not flippant questions. For if these numbers are nothing more than arbitrary decisions of policy makers, then it is terribly wrong that some individuals will be denied access to a profession in which they would have excelled.

For standards to have integrity, those who are imposing the standards on others must be willing to abide by the standards themselves. Therefore, I ask you to apply to yourselves the standards as currently written in Chapter 354, and in particular, the 3.0 sophomore level grade point average requirement for entrance into a college of education. Please consider these two questions: one, did you have a 3.0 after three semesters of college study; and two, did your sophomore grade point average have any relation to your professional competence? And take my request one step further and ask those same two questions to professionals you respect in education and in other occupational fields.

If you truly feel that the standards as presented in Chapter 354 will benefit students in public schools, students enrolled in colleges of education, and the taxpayers of the Commonwealth (and the students enrolled in higher education are taxpayers, too); and if you sincerely accept these standards as a measure of your professional competence, then I encourage you to take the final step and enact them. If you feel any discomfort about the 3.0 entrance GPA, I urge you to follow your conscience and give college students the time and latitude to prove themselves as knowledgeable and competent.

Thank you.

Education Majors Working in Other Professional Fields

From: RockNet Files, Slippery Rock University, 1998

NAME	YEAR OF GRADUATION	DEGREE	CURRENT POSITION OF EMPLOYMENT
Mrs. Judith Ann Bassett	1973	BSED: Elementary Education	Executive Director, St. Johns Rural Health Network
Dr. Jerome F. Bejbl	1963	BSED: Secondary Ed. Social Studies	Owner/President: Armoloy Corporation Owner/President: Surftec Enterprises, Inc. Owner/President: Technical Systems, Inc.
Ms. Elizabeth Ann Berkely	1970	BSED: Elementary Education	Vice President Consumer Banking PNC Bank Foundation
Mrs. Mary Ann Boicourt	1979	BSED: Physical Education	Flight Attendant Delta Airlines, Inc.
Mr. W. Gregory Camp	1974	BSED: Physical Education Teaching	Director Whitaker Wellness Center
Mr. Raymond E. Carothers	1973	BSED: Elementary Education	Field Vice President American Express Foundation
Ms. Mimi Conner	1991	BSED: Elementary Education	Assistant Director Admissions Office Slippery Rock University
Ms. Mary Ann Estok	1980	BSED: Physical Education	Independent Insurance Agent Mutual of Omaha
Mrs. Laurine Anne Galya	1974	BSED: Secondary Education Chemistry	Research Associate DuPont
Mr. Darrell James Hess	1954	BSED: Education	Owner D.J. Hess Advertising, Advertising/Public Relations
Mr. Ronald J. Hunt	1973	BSED: Physical Education	Senior Vice President National City Bank of Pennsylvania
Mr. Samuel M. Kiefer	1979	BSED: Physical Education	Financial Consultant Smith-Barney, Inc. Finance/Venture Capital
Mr. Michael Komenda	1972	BSED: Elementary Education	Vice President for Human Resources Oil Dry Corporation of America
Dr. Mariah T. Liggett	1980	M.Ed.: Physical Education	Manager-Corporate Fitness CompuServe

Education Majors Working in Other Professional Fields

From: RockNet Files, Slippery Rock University, 1998

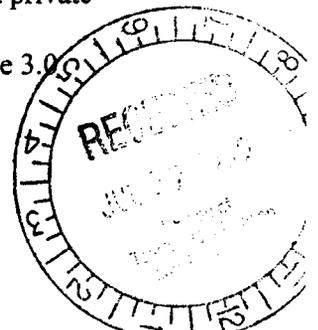
NAME	YEAR OF GRADUATION	DEGREE	CURRENT POSITION OF EMPLOYMENT
Mr. William C. Long	1974	BSED: Secondary Education Social Studies-Geography	Senior Planner Allegheny County Government
Ms. Erika Lynn Lutwin	1993	BSED: Physical Education	Recreation Program Director Lampeter-Strasburg Recreation Commission
Mr. James S. McBride	1973	BSED: Secondary Education -Speech	President LifeStyle Communications Corporation
Dr. Leslie E. McClellan	1989	BSED: Physical Education	Chiropractor McClellan Chiropractic
Ms. Kathy M. Parker-Kistenmacher	1974	BSED: Elementary Education	Real Estate Broker Howard Perry & Walston-Better Homes
Ms. Karen Russo	1974	BSED: Elementary Education	Counselor Atlantic Vocational Technical Center
Mrs. Lisa Amelia Samuels	1979	BSED: Special Education	Mortgage Loan Officer Bankers Direct Mortgage Corporation
Mrs. Janet L. Sargert	1963	BSED: Education Education	President/Owner Sargert Consulting Services
Ms. Lisa Lyons Schenk	1990	BSED: Elementary Education	Business- Administrative/Management DynCorp
Mr. Charles H. Sheetz	1974	BSED: Elementary Education	Vice President-Human Resources Sheetz Inc.
Mr. Bruce Andrew Shields	1980	BSED: Special Education	President/CEO Opportunities Unlimited of Niagara
Major Catherine M. Stump	1979	BSED: Physical Education	Major-US Marines
Mrs. Joanne L. Sujansky, Ph.D.	1972	BSED: Elementary Education	President & Owner Training Connection
Mr. Eugene J. Trychta	1971	BSED: Secondary Education General Science	Flight Attendent United Airlines
Mrs. Jennie L. Winkle	1963	BSED: Physical Education	Director of Physical Rehab Southeast Baptist Hospital
Mr. Robert M. Williams	1951	BSED: Physical Education	Metro Executive (Retired) Young Men's Christian Association
Mrs. Mary Lou Witherow	1962	BSED: Physical Education	Supervisor Tiaoga County Human Services Agency
Ms. Marilyn D. Wise	1972	BSED: Elementary Education	Real Estate Appraiser Self-employed
Ms. Susan Yanosick	1977	BSED: Elementary Education	Assistant Vice President & Compliance Manger PNC Bank Foundation

Good morning. My name is Michael Saraka, and I serve as the Director of Career Development at Saint Francis College of Loretto, PA. I am testifying before you today as a representative of the Pennsylvania College Career Services Association (PaCCS). In the past, I have served twice on the Executive Board of PaCCS both as a Member-At-Large and as Secretary. PaCCS was founded in 1984 as a professional association for college and university career services professionals across the state. We currently have representation from 51 institutions with over 75 members. 42 of those institutions are teacher preparing institutions. These include 27 private colleges and universities and 15 representing state system schools, Penn State University and the University of Pittsburgh. Table 1 lists all the schools that belong to PaCCS.

Albright College	Allegheny College	Alvernia College *	Bloomsburg U. *	Cabrini College *	California Univ. *
Carlow College *	Cedar Crest Col. *	Chestnut Hill Col. *	Clarion Univ. *	Del. Valley Col. *	Duquesne Univ. *
E. Stroudsburg U. *	Edinboro Univ. *	Elizabethtown C. *	Geneva College *	Gettysburg Col. *	Holy Family Col. *
I.U.P. *	Juniata College *	Keystone College *	King's College *	Lebanon Vall. C. *	Lock Haven U. *
Mansfield Univ. *	Mercyhurst Coll. *	Messiah College *	Millersville Univ. *	Mount Aloysius	Penn State Univ. *
PSU-Altoona	PSU-New Kensing.	Robert Morris C. *	St. Francis Coll. *	St. Vincent College	Shippensburg U. *
Slippery Rock U. *	Thiel College *	Pitt-Bradford	Pitt-Johnstown *	U. of Pittsburgh *	Ursinus College *
W & J	Waynesburg Coll. *	West Chester U. *	Westminster C. *	Widener Univ. *	Wilkes Univ. *
Wilson College *	York College *				

* = denotes PDE recognized teacher preparing institution

Since my colleagues from MAASCUS and Slippery Rock University have already mentioned the 3.0 minimum grade point average requirement, I will not spend the committee's time repeating what was already stated. I will, however, state that as a member of PaCCS - in which the majority of members are from private institutions - and as an employee of a private institution, we also echo the State System of Higher Education's concern regarding the 3.0



minimum GPA requirement after only three semesters. While I don't have a problem with making 3.0 a requirement by the time the student graduates as a senior, I do think that after only three semesters the Commonwealth may potentially lose some great teachers simply because of one "bad" semester. 3.0 should be an exit requirement not a requirement for entrance into an education program.

I believe other factors need to be taken into account when evaluating a student's application for admission into an education program. These other factors include entrance interviews, SAT scores, volunteer experience, experience with children, rigor of the student's high school curriculum, and academic improvement over the first 3 semesters.

I believe the true problems in education lie in "the four fastest-changing aspects of the nation's schools," as stated by U.S. Secretary of Education, Richard Riley:

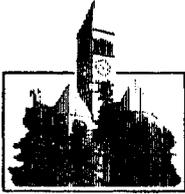
1. Raising standards for public-school students
2. Teaching students from diverse cultural backgrounds
3. Helping students with special needs
4. And using technology in the classroom.

This is accomplished by designing a comprehensive system of student teaching, internships and field experiences to include more thorough methods of evaluation and assessment than what is outlined in the Proposed Standards...(Section 354.27). While the document does outline initial steps necessary to be taken by teacher training institutions, it does not go far enough in addressing these specific issues. I urge more communication between parents, educators (including elementary, secondary and higher education schools), and local leaders to establish school standards and develop a fair and equitable method of certifying teachers. I cite the efforts

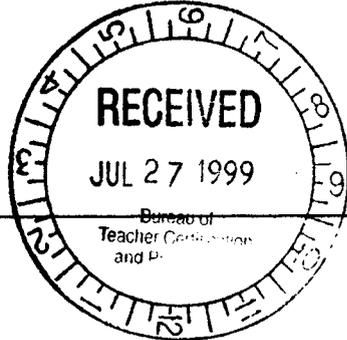
initiated in El Paso, Texas in which all parties were involved in the implementation of a state-wide education certification program. Teacher preparation in El Paso includes such important aspects as working with parents, involvement of arts and sciences faculty in improving teacher candidates' knowledge of academic subjects, and teacher candidates gaining experience with students from diverse backgrounds. These were accomplished through collaborative efforts, not simply the state mandating edicts from above. I feel a model such as the one brought on "at the turn of the century for doctors and standards for medical schools were created, and professional associations took a greater role in oversight" stated Arthur Levine, president of Teachers College at Columbia University. A model such as that could be adopted for education. These, as mentioned earlier, would more closely scrutinize the internship and student teaching experience to make them more like medical students or practitioners. For example, Physician Assistant students frequently must appear before Performance Review Committees (PRCs) to discuss or defend issues non-academic in nature. These include communication skills, interaction with patients, problem solving ability, and the ability to get along with others. This, in conjunction with a national certification exam, minimum grade point average, and clinical experiences combine to finally determine the student's success or failure in the program.

I realize Pennsylvania is not alone in scrutinizing teacher certification standards. States such as New York, Texas, New Hampshire, Massachusetts, Georgia, and Maryland have also either implemented changes or have changes pending in regards to this issue. I applaud PDE's, and this administration's, commitment to improving the quality of education for our children in Pennsylvania. In closing, I just want to say that higher education institutions are not "hiding their heads in the sand" and pretending these problems don't exist. I think if the Department

looked a little closer, institutions and their teacher training programs, have already taken steps to rid themselves of "marginal" students and improve the teacher training process. The addition of dual Elementary Education/Special Education certification programs, increases in minimum GPA, and outreach into rural and urban environments are all examples of some of the strides taken to create better trained teachers. I simply urge more dialogue between all parties involved in this process. Thank you.



99 JUL 29 AM 9:10



Office of Career Services

SLIPPERY ROCK UNIVERSITY

Public Hearing on Proposed Standards
22 PA. Code Ch. 354

My name is Carla Hart. Since 1985 I have served as the Director of Career Services at Slippery Rock University. Thank you for the opportunity to speak to you today.

I am encouraged by the efforts of the Department of Education to strengthen the preparation of professional educators who will serve in the public schools of this Commonwealth. I wholly agree and support the intent to ensure that institutions preparing professional educators maintain the highest standards of academic excellence.

Slippery Rock University, along with the other 13 universities that comprise the State System of Higher Education in Pennsylvania, consistently strives to achieve the highest standards in teacher education programs. Our roots lie in teacher education programs and for more than one hundred years we have expanded, adjusted, and revised our curriculum to ensure that teachers are equipped with the knowledge, skills, and abilities to be effective teachers. Slippery Rock University's rural and urban partnerships and collaborative efforts with Pittsburgh City Schools, Sharon City Schools, and Moniteau, Farrell, and New Castle School Districts are evidence of our commitment to the highest standards in teacher preparation programs.

As Director of Career Services, I receive feedback from school districts throughout the Commonwealth and the nation that confirms that teachers prepared in state system universities are among the best in the nation. Pennsylvania can justly take pride in our reputation for quality.

I am also encouraged by the Department's desire to ensure that classroom teachers have a solid foundation in content knowledge. Content knowledge, however, without an equally strong foundation in methods and strategies to successfully impart knowledge, assess student learning, and motivate and encourage a desire to learn will result in teachers who leave the profession. In a perfect world, all teachers would be master's of their disciplines and all students would be willing learners. We all know the world is not perfect. Consider these national statistics:

- 20% of school-age children live in poverty; in many rural and inner city schools, the numbers are higher
- 7.5 million children have emotional problems severe enough to require counseling,

- 2.2 million children are abused or neglected,
- 1 in 10 children has an alcoholic parent,
- 60% of today's school-age children will live in a single-parent family at some time by the time they are 18, and
- now included in the K-12 classrooms are the 40,000 children who were babies born prematurely each year, as well as those with maternal drug and alcohol-induced learning and behavior problems (Thomas et al. 1995).

Clearly, classroom teachers today are required to work successfully with a large number of children who present a wide range of abilities and disabilities. Numerous studies by the National Commission on Teaching and America's Future support the importance of methods classes in teacher effectiveness. Successful teachers connect new ideas to students' existing knowledge, actively engage students in learning, organize learning around clear goals, provide practice, and relate learning to student interests and strengths. Requiring that a teacher become an expert in his/her subject area without also becoming an expert in recognizing and dealing effectively with students' behavior, learning styles, and developmental stages sets the stage for failure.

The requirement in §354.25.(c) that preparation programs for professional educators shall include the same core courses and required electives as the Bachelor of Arts or Bachelor of Science major is of concern. Bachelor of Arts and Bachelor of Science programs are not designed to prepare students in how to share information and assess learning. Under this requirement, students preparing to become science teachers would have great difficulty obtaining certification in dual areas such as biology and chemistry. Of the more than 500 school districts in Pennsylvania, a significant number are rural school systems who are not able to hire individual teachers in each subject area. Often in these school systems, candidates with dual certification are sought. §354.25 (c) will adversely impact these rural school systems. Of equal concern, grade point averages in natural sciences are not usually measured or judged in the same way as those in other disciplines. Often, a grade point average of 2.8 in chemistry or physics represents quality academic achievement.

The requirement of a minimum grade point average after 3 semesters, or 48 hours, of liberal arts/general studies course work for entrance into schools of education poses additional concerns. As a student affairs professional, I witness first-hand the adjustment that traditional-age students face when entering college. The first year especially is a time when a vast majority of students are away from home for the first time in their lives. While adjusting to the educational changes from high school to college, these students are also adjusting to new freedoms, to independence, to challenging choices of how and where to spend their time, to resolving roommate conflicts, and to dealing effectively with other students who are racially, culturally, and socially different. The first year of college, particularly the first semester, is a period of

trial and error for most students. Statistics show that students' academic achievement improves each semester after students have made the adjustment from a high school to college environment. Under the new proposal, students who err during their first year of study will be discouraged rather than encouraged in their academic pursuits. We grant greater leniency to criminals.

The proposal to require a 3.0 grade point average after 3 semesters of liberal studies classes will prohibit many potentially outstanding teachers from ever entering the profession. Minority students and other first generation college students may require a longer adjustment period than 3 semesters provides. Efforts to attract minority populations to the teaching profession will be hampered by these proposed standards. Our nation and our Commonwealth should encourage minority role models in our schools. The grade point average requirement places another barrier for minority candidates who wish to enter a profession that is already underrepresented.

How will we accommodate the returning adult whose college grade point average from 10 years ago was a 2.8, but who has 10 years of experience as a chemist and now seeks to become a teacher? How will we respond to the individual with a 2.9 grade point average who wishes to transfer into teacher education from a community college? I raise these questions in an effort to point out that a 3.0 grade point average used to determine entrance into a program of study could have disparate impact on a number of populations. I don't believe that judging one's potential to be a good teacher based on 3 semesters of academic coursework during a time of turmoil and adjustment in students' lives is in the best interest of the profession. Nor is this judgement in the best interest of the children in our school system. As a society, we don't measure the potential quality of health care providers based on their grade point averages. Law enforcement personnel, court justices, and legislators are not denied the opportunity to pursue their chosen occupations based on their first 3 semesters in college. How can we argue that 3 semesters of coursework will predict the success of those hoping to teach our children?

On every college campus in every institution in the nation, there are faculty and courses with an established reputation of an easy "A." The required 3.0 grade point average may result in students who use electives to assure good grades instead of choosing electives that will compliment their academic curriculum. Of equal concern, the required 3.0 for entrance into education programs may result in students registering for fewer credit hours each semester. The typical student registers for 15-18 hours per semester. The 3.0 entrance requirement could well result in students opting to register for only 12 credit hours per semester hoping that the reduced load will result in better grades. Their parents will soon realize that carrying 12 credits a semester will result in additional semesters of study being required to complete an academic program. Additional semesters mean additional costs. It can also be expected that students will repeat courses in which they earned a grade of "C" in an effort to improve their grade

point averages and meet the criteria. Again, the effect will be fewer students graduating within 4 years or 8 semesters.

Judging occupational competence is a complex task. In the same way that doctors, dentists, lawyers, and politicians are judged by their ability as practitioners, so too should we measure our teachers and future teachers by their ability to perform the job required of them.

I urge you to consider rigorous standards to evaluate teaching ability and the many dimensions that contribute to successful teaching. Grade point average and standardized test scores measure very little and are shortsighted in our efforts to ensure quality among members of the teaching profession. Learning is an on-going process, not a defined destination. Content knowledge is ever expanding, doubling every 2 years. Institutions such as Slippery Rock University, with roots in teacher preparation programs teach individuals how to learn and use the knowledge they have acquired. We teach teachers. Please take our record of success into consideration as you deliberate on regulations that will affect those who aspire to positively influence and teach future generations.

Thank you.

99 AUG 31 AM 8:51
TEACHER EDUCATION

DEPARTMENT OF EDUCATION
BUREAU OF TEACHER CERTIFICATION
AND PREPARATION
AUGUST 31, 1999

Original: 2039
Harbison
cc: Harris
Nanorta
Markham
Sandusky
Legal

SUBJECT: Chapter 354 Comments Regarding Accrediting Agencies
TO: John Nanorta
FROM: George Shevlin 

The two teacher education accrediting agencies currently reviewing teacher education programs are the Teacher Education Accrediting Council (TEAC) and the National Council for Accreditation of Teacher Education (NCATE). Proposed Chapter 354 treats each agency equally from the view point that licensure of professional educators is a state responsibility and therefore colleges and universities that wish to prepare professional educators must adhere to the state standards.

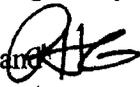
If an institution wishes to pursue accreditation by either organization, it may certainly do so. Chapter 354 does not favor either organization. The NCATE standards, in a very general form, are reflected in 354, but only to the extent of the categorical structure. TEAC was not in existence when work was initiated on Chapter 354.

RECEIVED
99 AUG -9 11:10

COMMONWEALTH OF PENNSYLVANIA
State Board of Education
August 9, 1999

SUBJECT: Board Approval of Chapter 354 Regulations

TO: John E. Nanorta, Jr.
Regulatory Analyst
Independent Regulatory Review Commission

FROM: Peter H. Garland 
Executive Director

Original: 2039
Harbison
cc: Harris
Tyrrell
Markham
Nanorta
Sandusky
Legal

Attached please find copies of the minutes of the Board's November 18, 1998 meeting during which action was taken on the Secretary's announcement of intention to adopt Chapter 354.

Please call me if you have questions at 7-3787.



Original: 2039
Harbison
cc: Harris
Tyrrell
Nanorta
Markham
Sandusky
Legal

Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

225TH MEETING OF THE STATE BOARD OF EDUCATION

Wednesday, November 18, 1998

The 225th meeting of the State Board of Education was convened on Wednesday, November 18, 1998 in the Heritage Room, Education Building, 333 Market Street, Harrisburg, PA. Public notice of the meeting was published in accordance with the Sunshine Meeting Act of 1986. The meeting was called to order by James P. Gallagher, Chairperson.

Attending:

James P. Gallagher, Chairperson

Eugene W. Hickok, Chief Executive Officer

James Agras

Helen Caffrey

Ronald Cowell

Constance Davis

Edward Donley

Karl Girton

Samuel Hayes

Francis Michelini

Wallace Nunn

Thomas O'Donnell

Mollie Phillips

David Saxe

Jess Stairs

Richard D. Hupper, PSPC ex officio

Absent but accounted for:

Edith Isacke

James Rhoades

Allyson Schwartz

APPROVAL OF THE MINUTES

Upon a motion by Francis Michelini, seconded by Wallace Nunn, the minutes of the September 1998 meeting of the State Board of Education was approved by unanimous voice vote.

REPORT OF THE COUNCIL OF BASIC EDUCATION

Karl Girton, Council Vice-Chairperson, reported that the Council heard a report from Deputy Secretary Thomas Carey on activities regarding elementary and secondary education; received a status reports on the development of the Master Plan for Basic Education; heard an update of activities of the Standing Committee on Special Education; and, discussed future agenda items.

REPORT OF THE COUNCIL OF HIGHER EDUCATION

Helen Caffrey, Council Vice-Chairperson, reported that the Council heard a report from Deputy Secretary Poliakoff regarding activities in the Office of Higher Education; discussed the development of the Master Plan for Higher Education. The Council acted to recommend Board action relative to 22 Pa. Code new Chapter 354 (General Standards and Procedures for Institutional Preparation of Professional Educators).

At the request of Helen Caffrey, Ronald Cowell gave a brief overview of the status of the report and recommendations of the House committee chaired by Representative Carone regarding higher education. Representative Cowell reported that among the committee recommendations in the report would be the need for the General Assembly to more thoughtfully use all tools available to it, including the Master Plan for Higher Education. With respect to the Master Plan, the Committee report was expected to point out the need for the Board to develop the Plan in a timely manner and for the General Assembly to take the Plan more seriously and adopt a more formal process to receive and consider the content of the Plan.

Wallace Nunn urged that higher education costs be addressed. Dr. Gallagher suggested that the Board invite someone to a future Board meeting to speak to the issue.

REPORT OF THE SECRETARY OF EDUCATION

Secretary Hickok reported that Chapter 4 was moving through the final phases of regulatory review. At the request of the Secretary, Thomas Carey circulated a Classroom Connection kit for the Board's information. Dr. Carey reported that the kits were being distributed to each school building in the Commonwealth. He also shared a mock of a newsletter on the standards which will be distributed to parents, schools, newspapers statewide. The Secretary also discussed teacher preparation, two partnerships in technology, his recent trip to Washington, D.C., his meeting with the new Dean of the School of Education at The Pennsylvania State University, and his meetings with all Department offices. With regard to a Price, Waterhouse report on the financial status of the Philadelphia School District, he suggested that he arrange for someone from Price, Waterhouse to speak to the Board relative to their findings. The Secretary announced that Warren Evans had stepped down as Executive Director of the Professional Standards and Practices Commission in order to accept new assignments in the Office of Postsecondary and Higher Education. The Secretary also noted the forthcoming report and decision on Chester-Upland School District.

At the request of Secretary Hickok, Thomas Carey gave the draft standards on ecology and environment to the Board for its review and consideration.

The Secretary acknowledged the Board's work on the Academic Standards and concluded his report by thanking Ronald Cowell for his service on the Board, to education, in the General Assembly and the Commonwealth as a whole and he thanked Robert Hendershot and Earl Horton (whose Board terms had expired) for their work on the Board.

UPDATE ON CHAPTERS 4 AND 16

Peter Garland, Board Executive Director, reported that Chapter 4 would be before the Independent Regulatory Review Commission at its meeting the following day. Dr. Garland report that public comments regarding Chapter 16 were being received.

REPORT OF PSPC

Richard Hupper, PSPC Chairman, reported that the Commission continues to work on legislation to define the responsibilities of the Commission. A draft would be ready for legislation when the next legislative session begins. The PSPC continued its ongoing work relative to the cases before it.

PRESENTATION ON NASBE

Peter Garland introduced Brenda Welburn, Executive Director of the National Association of State Boards of Education, who discussed the Association's new mission, work and membership.

PUBLIC COMMENTS

John Tarka, PFT, asked the Board to look at the cost of academic standards; to evaluate the information that comes back from the assessments; and to take a proactive role in standards and helping districts improve.

ACTION ITEMS

22 Pa. Code, new Chapter 354

In separation motions (each presented by Francis Michelini, seconded by Wallace Nunn and carried by voice vote) the Board rescinded its previous approval of the Secretary's announcement of intention to adopt Chapter 354 and approved the Secretary's new announcement of intention to adopt Chapter 354. The motion was carried by voice vote.

Resolution Honoring Robert N. Hendershot

Helen Caffrey presented a resolution honoring the Board service of Robert N. Hendershot whose term had expired. Upon a motion by Karl Girton, seconded by Francis Michelini, the resolution was adopted by unanimous voice vote.

Resolution Honoring Earl H. Horton

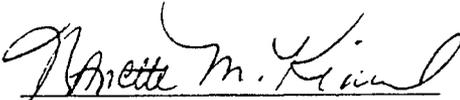
Karl Girton presented a resolution honoring the Board service of Earl H. Horton whose term had expired. Upon a motion by Samuel Hayes, seconded by Helen Caffrey, the resolution was adopted by unanimous voice vote.

Resolution Honoring Ronald R. Cowell

James Gallagher presented a resolution honoring the Board and legislative service of Ronald R. Cowell on the occasion of his retirement from State service. Upon a motion by Helen Caffrey, seconded by Wallace Nunn, the resolution was adopted by unanimous voice vote. Representative Cowell thanked the Board and gave brief remarks.

ADJOURNMENT

There being no further items of business, the meeting was adjourned.


Administrative Officer

STATE BOARD OF EDUCATION OF THE COMMONWEALTH OF PENNSYLVANIA
COUNCIL OF BASIC EDUCATION

Wednesday, November 18, 1998
Heritage Room - Lobby Level

The meeting of the Council of Basic Education was called to order by Karl Girton at 1:08 p.m.

Attending:

Constance Davis
Edward Donley
Karl Girton
Samuel Hayes, Jr.
Richard Hupper
Thomas J. O'Donnell
Molly Phillips

Absent But Accounted For:

Edith Isacke
James Rhoades

REMARKS OF THE COUNCIL VICE-CHAIRPERSON

Karl Girton called the meeting to order at 1:08 p.m. He welcomed Connie Davis to the Council of Basic Education.

Mr. Girton reported that both Chapters 14 and 16 are moving. Peter Garland will give a complete status report at the full Board meeting today.

REPORT OF THE DEPUTY SECRETARY FOR ELEMENTARY AND SECONDARY EDUCATION

Dr. Carey shared the following items with the Council.

The staff in School Services are working on removing two school districts from distressed status: Clairton and Sto-Rox.

Planning is continuing with staff on the Governor's Teacher Institutes in support of the Academic Standards and Chapter 4. We hope to have as many as eight including a Leadership Institute for School Administrators.

The Classroom Connections Kit is being distributed to school districts throughout the Commonwealth.

The Center for Safe Schools has just completed five Crisis Intervention Sessions for school staff as part of a follow up to the Safe Schools Summit.

The Department will be piloting an electronic application for submission of grants this school year for federal and state grants.

With the passage of the Workforce Investment Act and the Reauthorization of the Perkins Act, staff are working with the HRIC to coordinate programs and determine the impact on programs and services from PDE.

The Department has received ten grants for review under a new state initiative, The Administrative/Instructional Consolidation Act, which assists districts in developing cost saving programs/projects.

INFORMATION/DISCUSSION ITEMS:

Update on Standing Committee on Special Education

Karl Girton reported that the Standing Committee on Special Education will meet this afternoon at 4:00 p.m. He specifically invited members of both Councils to attend and participate in those deliberations.

Update on Master Plan for Basic Education

Peter Garland reported that the critical issues information can now be incorporated in the draft for the Master Plan of Basic Education. Hopefully a near complete and full draft will be available at the January Board Meeting.

Discussion of Future Agenda Items

Karl Girton reminded the Council that there are pending the delivery of academic standards in eight disciplines. About three weeks ago, the Council received the Science and Technology standards. They will receive officially today the Environment and Ecology Standards. They must pass through the regulatory review process. Dr. Garland is looking for recommendations for an independent group to do benchmarking of those two standards.

PUBLIC COMMENTS:

There were no public comments at this time.

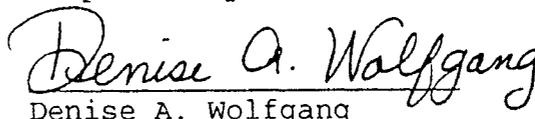
ACTION ITEMS:

There were no action items at this time.

ADJOURNMENT

The meeting was adjourned at 1:17 p.m.

Respectfully submitted,


Denise A. Wolfgang

**Meeting of the State Board for Vocational Education
Wednesday, November 18, 1998**

The State Board for Vocational Education met on Wednesday, November 18, 1998 in the Heritage Room of the Education Building, 333 Market Street, Harrisburg, PA. Public notice of the meeting was published in accordance with the Sunshine Meeting Act of 1986. The meeting was called to order at 3:40 p.m. by James P. Gallagher, Chairperson.

Attending:

James Gallagher, Chairperson

Eugene Hickok, Chief Executive Officer

James Agras
Helen Caffrey
Ronald Cowell
Constance Davis
Edward Donley
Karl Girton
Samuel Hayes

Francis Michelini
Wallace Nunn
Thomas O'Donnell
Mollie Phillips
David Saxe
Jess Stairs
Richard Hupper, PSPC ex officio

Absent but accounted for:

Edith Isacke
James Rhoades

Allyson Schwartz

APPROVAL OF THE MINUTES

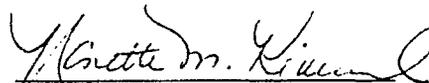
Upon a motion by Francis Michelini, seconded by Wallace Nunn, the minutes of the previous meeting were approved by voice vote.

REPORT ON VOCATIONAL EDUCATION

Deputy Secretary Carey referred members to the written report before them.

ADJOURNMENT

There being no public comments or action items, the meeting was adjourned at 3:42 p.m.


Administrative Officer