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Kim Garner

From: John W. Butzow [jwbutzow@grove.iup.edu]
Sent: Wednesday, July 21, 1999 2:59 PM
To: irrc@irrc.state.pa.us
Cc: jflynn@edinboro.edu; jank@grove.iup.edu
Subject: PAC-TE's Response to Chapter 354 and its impact on Chapter 49



IRRC 354

response.doc

To: Mr. Charles Tyrrell

From: John Butzow, PAC-TE President

I am enclosing a word file containing our concerns and reactions to the proposed Chapter 354. Our review of the proposed code indicates that it largely ignores Chapter 49 as it was recently passed by the State Board of Education. We urge IRRC to direct the Board in its further revisions to make Chapter 354 focus on exit standards from teacher preparation programs and are relevant to the success of candidates to be effective classroom teachers.

John Butzow

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Chapter 354 Proposed Pennsylvania General Standards

A Response by PAC-TE to the IRRC

**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 this 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.**



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

333 MARKET STREET
HARRISBURG, PA 17126-0333

July 16, 1999

Original: 2039

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Terry W. Blue, Ph.D.
Chair, Education Department
Elizabethtown College
Elizabethtown, PA 17022

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Dear Dr. Blue:

Thank you for your written testimony on proposed standards Chapter 354.

Pursuant to the provisions of the Regulatory Review Act, copies of your written testimony are being provided to the Independent Regulatory Review Commission (IRRC) and the chairmen of the house and senate education committees.

Your comments will be considered carefully as the Department develops the final-form of these standards.

If you would like to receive information on the final-form of these standards when it becomes available, please contact me at PA Department of Education, Bureau of Teacher Certification and Preparation, 333 Market Street, Harrisburg, PA 17126-0333, telephone 717-787-3470.

Sincerely,

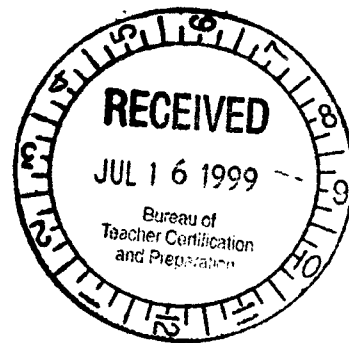
Ronald J. Simanovich
Chief
Division of Teacher Education
Bureau of Teacher Certification
and Preparation

cc: Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC
Patrica M. Fullerton
Dr. Eugene Hickok
Don Lunday
Dr. Michael Polakoff
Dr. Peter Garland
George Shevlin

**Testimony of the
Education Department of
Elizabethtown College,
Elizabethtown, PA**

prepared for the

**Pennsylvania Department of Education
Public Hearings on
22 PA Code, Chapter 354
General Standards and Procedures for Institutional
Preparation of Professional Educators**



**Testimony prepared by
Terry W. Blue, Ph.D.
Chair, Education**

It is my pleasure to have the opportunity to offer this testimony for the Education department of Elizabethtown College of Elizabethtown, PA. It was my plan to offer it orally at the July 14, 1999 hearing in Harrisburg, but the arrival of the notice of the hearings on July 9, 1999, after the deadline (4:00 pm on July 8, 1999), did not allow my July 9, 1999 request to be honored by the person taking my call. I am afraid that the lateness of the mailing of the notice will have a significant effect on the amount of live testimony heard. I hope I am wrong on this, because this is a serious issue on which all interested parties should be heard.

Elizabethtown College and its Education department, to be sure, have paid much attention to Chapter 354 as it has evolved to this form. While our department is small compared to those in most state funded institutions, we do recommend approximately 75-80 students for certification each year. We are proud of our graduates and the program that has helped make them very appealing candidates for teaching positions in the Middle Atlantic region and beyond.

The idea of including the content of Chapter 354 as Code rather than regulations is a commendable one. It gives clear notice of the importance of these provisions, and it demonstrates that this is the people's business to be considered openly and fairly. Moreover, most of the elements of the Chapter are thoughtfully conceived and configured, especially in this final form when compared to earlier versions. There are some remaining concerns, though.

In §354.25(a)(3)(i-iv), minimum grade point average requirements are set with a sliding date upon which they take effect for all students. The Education department of this college is not opposed to setting high standards for students. We think we do this regularly. It is our view, however, that the standard should increase as students' college experience increases and as the school, college, or department of education has the opportunity to assist students in developing and refining their skills. That is, it is the purpose of institutions of higher education to help students learn. Of course, they learn many facts and gather much data. More important, though, they are helped to become increasingly sophisticated in learning how to learn and in developing the dispositions necessary to carry them through their future endeavors. We do expect more from juniors and seniors than we do from freshmen and sophomores because the upperclassmen have learned more, they are more skilled in a variety of ways, and they are better equipped to deal with the pressures and challenges they face. Maturity happens!

Therefore, it seems more reasonable to have a sliding scale that advances the GPA requirement in conjunction with the increased age and experience of the student. A suggestion follows:

<u>GPA required</u>	<u>Total credits earned</u>
2.4	0-30
2.6	31-60
2.8	61-90
3.0	over 90

The members of this department still are a bit concerned about such rigid standards since grades are only one indicator, and probably not the most important mark, of one's ability to communicate with students and teach well. The real issue is what preservice teachers can do and not just what they know. More on this follows below.

There are good reasons, mostly having to do with credit limits and efficiency, for why specially designed courses for Education majors are more valuable than the standard fare that everyone else takes. §354.25(b) ignores or misses this point. Such courses are, or at least should be, carefully designed to meet real needs of preservice teachers without requiring long lists of less tightly structured offerings.

Simply put, some courses are just more useful and valuable than others, because they have been designed to be so. They can be, and are, just as demanding as any other offering. The increased motivation and interest of students could account for differences in response to such courses, if in fact there is a difference at all. Further, schools, colleges, and departments of education need to retain some control over course configurations so they will be able to meet the requirements of §354.26(a)(1-4).

It is easy to agree with §354.27(a)(1). It also is very difficult to guarantee that this will happen. Whether those in Education departments like it or not, some of our colleagues in the liberal arts and sciences just aren't that interested in collaborating with us at all, much less regularly. We need to continue to work to draw them into our world. It does not seem fair to require that we actually do so all of the time.

The Education department of Elizabethtown College is very interested in participating in collaborative activities with basic schools [§354.27(b)] and in supporting beginning teachers during their induction periods [§354.27(c)] so long as that is possible within the limits of our structure, staffing, budget, and time. This Education department will cooperate fully in any appropriate and *legal* alternative certification program [§354.27(d)].

§354.31(a)(4) calls for formal admission to teacher educator preparation programs after completion of three semesters (48 credits). Our program requires applications after completion of two early courses in Education and 30 overall credits. We prefer this since it increases the students' investment in their programs while giving us ample opportunity to review their previous work, and we would recommend such a change in Chapter 354. We would suggest the same change to §354.31(a)(4) as we supported above for §354.25(a)((3)(I-iv), for the same reasons.

The list included in §354.32(a)(1) is a good but not particularly comprehensive one. It seems a poor substitute for better language already available in Chapter 49. That is, §49.81(b)(1-10) uses the INTASC Standards as the principles upon which Pennsylvania's prescribed standards are based. Consistency and common sense would suggest that the current language of §354.32(a)(1)(I-xiv) be replaced with the Chapter 49 list of what are called principles there. Since many Pennsylvania teacher education programs have anticipated the eventual passage of Chapter 49 and have begun to design their programs to meet these principles/competencies, it would simplify the movement toward what most all other states are already doing while Chapter 49 lingers in limbo in Pennsylvania.

Section 32(a)(2) of Chapter 354 addresses the assessment issue. It could do so more strongly. That is, it should be the responsibility of the student in training and of the school, college, or department of education to demonstrate through mechanisms that go beyond simple grades that important learning has taken place in terms of the knowledge, skills, and dispositions important to the student's future work. Grades and other records should give evidence of what good teachers must know, value, and be able to do in order to provide valuable evidence of the preservice teacher's talents and potential.

Some type of performance assessment should be required. Good programs of teacher education already regularly require authentic assessment and documentation in their professional education courses. Students are challenged to show how they have developed the important INTASC competencies and the related dispositions necessary to good practice. While they probably accumulate good grades while doing so, it is not the grade that is the meaningful measure in and of itself.

It is more difficult to determine just what students gain in other required liberal arts and sciences courses. Do they learn to memorize information? Do they discover how to give back to a professor exactly what s/he wants to read on an exam? Do they learn how to organize and use important information? Do they learn to think critically and to value thoughtfully? It is clear that knowing

content is not enough. If that were so, the best parents would be those with the most information. The best athletic team would be staffed with those with the greatest command of the facts, figures, and descriptions of their game, not those who can translate and use that information to play well and who are the most dedicated and committed to doing just that.

An earlier draft of this chapter required performance assessment in all aspects of a student's preparation program, including work in general education. Ideally, that is how this should work. That earlier version was eliminated, it would seem, in the realistic realization that consistent and thorough performance assessment is not yet possible in courses beyond those controlled directly by Education schools, colleges, and departments. If included, it would be a paper requirement, difficult if not impossible to enforce. In this same sense, the dependence upon GPA in these areas is equally suspect. Simply, we do not know what high or low grades in such courses mean in regard to the knowledge, skills, and dispositions required for effective teaching and learning because assessment in such courses commonly does not address or give evidence on that issue. We should limit, not expand, the impact that such shortsighted evaluation has on a student's future. The courses and requirements need to remain since we have few alternatives. We should not try to make more of them than they currently provide, though. Rather, we should continue the national trend to get others to understand performance assessment, and we should continue to work with our colleagues in the liberal arts and sciences to help them describe meaningful learning in clearer terms.

In the meantime, good teacher education programs will continue to develop strong performance assessment programs of their own on the issues they now can control. The need for this is the reason we spend so much time in field settings with our charges and those inservice teachers who work with us. It is why students do get "better" as they move through their programs -- better at demonstrating the knowledge, skills, and dispositions necessary for sound professional behavior. Some get to this level quickly and seemingly easily. They are the lucky ones, the naturals. Others need significant feedback as they have good and less good experiences, building on these in small but effective steps. Yet others cannot put it all together in a limited time. They need more practice, or they move on to something less difficult and demanding than teaching.

The discussion above, in our minds, puts §354.33(a)(4) in perspective. Rather than insulting those of us in teacher education programs by implying that our level of rigor is less strenuous than that in other disciplines, the document and those who prepare it should acknowledge that the opposite is true in terms of performance assessment. Teacher educators know what their goals are for their programs. They design course experiences within the limits of the overall program that provide opportunities for students to translate class and field experiences into meaningful learning directed to the goal of effective practice. They do so with students of many backgrounds, of varied strengths, and of differing personalities. The unit of instruction is the individual student, not the aggregate of students. Setting rules, regulations, or laws that ignore this is misdirected folly. Teacher education candidates deserve better than this, teacher education programs have earned more latitude than this, and the Commonwealth needs more than this.

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Date: July 12, 1999

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

From: Dr. Daria Brezinski
Eartheart Foundation
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Harbison
cc:



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804-589-2777

RE: Written response to public hearings on the General Standards and Procedures for Institutional Preparation of Professional Educators Proposed Rule Making 354

In reviewing ANNEX A of 22 PA Code Chapter 354, the following considerations are recommended for review:

- 1) The 'General Studies' portion in 354.1 Definitions defines courses of study based on one hundred-year-old principles adopted in 1893 by the Committee of Twelve for College entrance standardization. All of the latest brain-mind research, 'best practices' and integrated systems demonstrate that 'core curriculum' based standards lack the current world-view on the mechanics of learning and development. The Cartesian Model of parts vs. whole hinders the learning process. In addition, the Eight-Year Longitudinal Study from the University of Tennessee collaborating with 300 colleges, universities and high schools implementing 3,700 students categorically demonstrated that the general studies curriculum is irrelevant to college and career success. Consistent with this is the work of Brown University's professor Ted Sizer who concluded the same. General studies or core curriculum is an outmoded, outdated theory of learning and must be substituted with the latest research models of integration and multiple learning strategies.
- 2) For over fifty years, educators have known that for life long learning to be cultivated, the cognitive, affective and psychomotor domains must be equally addressed in the daily activities of students on every level of academics. Yet, as noted in 354.25 Academic Competence and throughout the document, the affective and psychomotor domain of the student teacher, professor and learning environment are absent. The Pennsylvania Department of Education addresses itself specifically to a miniscule portion of the cognitive domain as focus in academic success. According to the latest psychological studies (from the NIH to the Department of Corrections), this lack of insight into standards in all three domains is predominately the reason for a major portion of the violence in schools today. Student teachers are continuing to be trained for the learning environment from the neck upwards dismissing the experience, environment and psyche of the whole child.
- 3) Dr. Carl Pribram and Dr. Paul McKlean from Stanford University have further demonstrated that children learn through 'integrated systems'. This fact is attributed to

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the recent brain-mind research that defines the 'triune brain' as primary motivator and distributor of the learning environment.

- 4) Designation of a mandatory GPA and test scores for students found in 354.31 Admission Requirements, disqualifies potentially excellent teachers, students especially in the first year of college studies who are minorities or culturally disadvantaged or students that need time for adjustment to academic life. Research from notable sources such as Charles Rooney "Test Scores Do Not Equal Merit: Enhancing Equity and Excellence in College Admissions by De-emphasizing SAT and ACT Results" as well as Earheart Foundation research reflects the growing dissatisfaction among colleges and universities across the country with students prepared for academic life from public schools. For several years, it has been our experience that both private and public, university and college are seeking to market students graduating from 'progressive' models of learning. These models include public and private as well as home schooling youths. Test scores, GPA and acceleration by age and grade are secondary to community service, portfolios and demonstrable performance (other than testing). If student teachers are expected to abide by rules of admission that are irrelevant to labor and industry, career success and real world cause and effect, then Pennsylvania teachers will perpetuate the one-hundred-year-old model of irrelevancy.
- 5) In 354.26 Preparation Program Curriculum, 4.c. and d., it is clearly defined that the burden for student learning is the direct responsibility of the academic community. Again, the above research and studies relating to the schools prior to the turn of the century clearly demonstrate that 'expectation' of student success (excluding test scores) has diminished dramatically. The burden of college and university professors to monitor students dissipates the quality of educational experience for the student and demands unnecessary time and energy of the professor. The numbers of college and university professionals in the past twenty-five years has declined to the point where itinerant professionals are substituted for quality professionals. Is it any wonder why institutions of higher learning are declining when a principal or a university professor earns less income, has greater responsibilities and little time to function in the highest capacities, when daily ridicule and negative feedback is the order of the day? Compare this to a curriculum specialist or specialty teacher earning higher salary for less responsibility, greater rewards and less opposition. The responsibility for learning MUST be returned to the student with minimal guidance by the teacher or professor. Only then will improved learning environments exist.
- 6) For 354.22. Field Experience, it is the experience of this organization that students be required to have some field experience *prior to* college entrance. Mandatory field, shadowing or community service experiences must be conducted in the first semester of college. Research from the Department of Commerce demonstrates that because students lack high school apprenticeship programs, labor and industry from every area of expertise expends billions of dollars in retraining youths ages 18 to 29 who lack career direction. Some change careers as many as six times in those years presumably through lack of experiential exposure to career opportunities in high school. When colleges and

Page 4

universities begin demanding field experiences prior to college entrance, business and industry will find less need to satisfy this demand.

- 7) Student teachers trained in 'traditional academia bubble' with the latest in technology, research and methodologies become disillusioned when mentoring in a traditional classroom. Certified Pennsylvania public school teachers and administrators trained in one-hundred-year-old methodology, lack the knowledge, skills and updated methods a student teacher expects judging from college preparation. In order to 'blend-in' and preferably 'get-a-job' upon graduation, the student teacher reverts to the current order rather than implementing techniques, strategies and methodology that will accelerate youths to 21st century skills. Diversity, creativity and innovations are viewed glibly by 'overseers' thus perpetuating student teachers to focus on receiving a 'good grade and report' rather than succumb to ridicule. Tenured teachers working in a 'comfort zone' for twenty years and more generally are not supportive of a young students' efforts for innovation. This is due primarily to the lack of support received throughout the years from administration, parents and boards. Callused, hurt and frustrated teachers create more of the same in the next generation of teachers. The educational community lacks a support system both internally and externally perpetuating the model that exists today. Education exists in a bubble rather than as the safeguard to freedom and liberty, the reason for its incorporation into the thread of the American heritage.
- 8) Greater emphasis must be focused on tools, experiences and skills honoring the intangible qualities of humanity. These include interpersonal relationships, communication skills, respect, dignity, honesty, different learning-life styles, ability to ask appropriate questions, self-monitoring, community respect and service, learning for the sake of learning, 'to serve rather than to get or control', self-control, and teamwork. Students must be encouraged to participate in opportunities that reflect models of education with diversified points of view such as democratic, essential, free, Waldorf, and Montessori schools, to name a few.
- 9) Teachers must be trained in leadership and supported in that effort. Training in developing a community based curriculum, encouraging continuous life long learning and classroom curriculum must be reverted back to the teacher if education is to flourish in the 21st century.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

333 MARKET STREET
HARRISBURG, PA 17126-0333
August 3, 1999

Original: 2039
Harbison

cc: Harris
Tyrrell
Markham
Nanorta
Sandusky
Legal

Dr. Daria Brezinski
Eartheart Foundation
8 Bolling Circle
P.O. Box 33
Palmyra, VA 22963

Dear Dr. Brezinski:

Thank you for your letter of July 12, 1999 on proposed standards Chapter 354.

Pursuant to the provisions of the Regulatory Review Act, copies of your comments are being provided to the Independent Regulatory Review Commission (IRRC) and the Chairmen of the House and Senate Education Committees.

Your comments will be considered carefully as the Department develops the final-form of these standards.

If you would like to receive information on the final-form of these standards when it becomes available, please contact me at PA Department of Education, Bureau of Teacher Certification and Preparation, 333 Market Street, Harrisburg, PA 17126-0333, telephone 717-787-3470.

Sincerely,

Ronald J. Simanovich
Chief
Division of Teacher Education
Bureau of Teacher Certification
and Preparation

cc: Senator Rhoades
Senator Schwartz
Representative Stairs
Representative Colafella
IRRC
Patricia M. Fullerton
Dr. Eugene Hickok
Don Lunday
Dr. Michael Poliakoff
Dr. Peter Garland
George Shevlin

CHAPTER 354 HEARING SCHEDULE
PENNSYLVANIA DEPARTMENT OF EDUCATION, HARRISBURG, PA
JULY 14, 1999

TIME	NAME	ORGANIZATION
9:00	Dr. Arnold Hillman	PA Assoc. of Rural & Small Schools (PARSS)
9:15	John Shropshire Dean of Enrollment Management & Academic Records Clarion University	Penn. Black Conference on Higher Education
9:30	Robert Bartos Dean, College of Education & Human Services Shippensburg University	None
9:45		
10:00		
10:15		
10:30	Linda McElvenny	Future Kids
10:45		
11:00		
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TIME	NAME	ORGANIZATION
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CHAPTER 354 HEARING SCHEDULE
CARBON-LEHIGH INTERMEDIATE UNIT 21, SCHNECKSVILLE, PA
JULY 20, 1999

TIME	NAME	ORGANIZATION
9:00	Tony Johnson Dean, School of Education West Chester University	West Chester Univ.
9:15	John Johnson Indiana University of PA	IUP College of Education
9:30	Harry Teitelbaum Assoc. Dean, College of Education Kutztown University	Kutztown University
9:45	Phil Tripp Asst. Director, Career Development West Chester University	State System of Higher Education Career Services
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CHAPTER 354 HEARING SCHEDULE
ARIN INTERMEDIATE UNIT 28, INDIANA, PA
JULY 27, 1999

TIME	NAME	ORGANIZATION
9:00	John Butzow (Dean, College of Education) Indiana University of PA	PACTE
9:15	Dr. Barbara Grugel Clarion University	
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
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Testimony of Dr. Arnold Hillman
Pennsylvania Association of Rural and Small
Schools
concerning
Rule Making 22 PA Code, Ch 33 Section 354
Standards for Teaching Training

July 14, 1999

Department of Education, Heritage Room

Secretary Hickok, Dr. Poliakoff members of the Department of Education, and those who are here at this assemblage. My name is Arnold Hillman and I represent the Pennsylvania Association of Rural and Small Schools. Let me congratulate you on your perceptive moves in the area of teacher preparation programs. Long have those in basic education yearned for a more comprehensive role in the training of future teachers. With these new regulations, you have provided for:

- a more coordinated effort between basic and higher education to prepare teachers
- coherence between aims and missions of all educational institutions (although private education may object to such coordination)
- an outline of specific competencies and evaluation programs
- placement rates and other outcome data (once again private education may object)
- basic requirements for English and Math (will statistics be included as math)
- an attempt to eschew redundancy in coursework
- an introduction of research methodology into the preparation programs, if they are not presently there
- Use of the Pennsylvania Academic Standards to drive continuing teacher preparation programs (although some may see this as an installation of a statewide curriculum K-16)
- the study of varying community sociologies, handicapping conditions, and diverse populations as an adjunct to practice teaching

Bravo to you for this effort!

You also intend to establish a procedure to confirm the abilities, intellectual vitality, and scholarship of professors of education . I believe that you may get some strong reaction from all higher education institutions and the association of university faculty.

I have but one brief rhetorical question to ask. What is the purpose of “raising standards” for entrance into the professional teaching field? Mr. Moe and Mr. Chubb in their noteworthy opus *Politics, Markets and America’s Schools*. said, “ When the quality of teaching became a matter of public debate and concern in the early 1980’ s, the reflexive response was to strengthen these

requirements- by calling for more units of post graduate training, for specific kinds of course work for demonstrations of knowledge in fields of emphasis, for more serious and broadly administered tests of competency. In general this is a bureaucratic approach that has little to recommend it... Whether duly certified teachers turn out to be good or bad is ultimately revealed in classroom through informal, experience-based judgements of principals, other teachers, students and parents."

Are we to believe that this new set of regulations will stimulate higher test scores among our public school students, or will we find out that because of the nature of the work, the pay, the difficulty of doing the job, that we will eventually run out of candidates to people the classroom?

Richard Ingersoll, sociologist from the University of Georgia, has studied federal Department of Education statistics and has found many teachers in school classrooms for which they lack even a college minor. In areas such as math and science, there is a dearth of prospects, especially in rural and urban areas. Nationwide, in math, there is a 28% lack of certified math teachers. Mr Ingersoll's solution is reasonably simple, "The way to ensure that we have well-qualified people in the classroom is to improve the job... A good well-paying job is like a magnet." "Survey after survey indicates that money is the big factor in why people don't teach," confirms Stephannie Korchek, Director of Policy and Planning for the Texas state board for educator certification.

If you believe that the certification of staff has no meaning and that anyone with the content credentials can teach, please read the study performed by the University of Texas at Arlington, Dana Center. In it, data from 250,000 teachers in the state were reviewed to determine the percentage of certified teachers in each of the elementary, middle and high school buildings. Over 1/5 of the 3.8 million students were being taught by people without the proper certification. Urban and rural schools were hardest hit. In a review of the state assessment testing, it was discovered that 75.3 percent of third graders passed all sections of the test with certified teachers, while only 63.7 passes when out of certification teachers were in the classroom. Middle schools are especially

hard hit across the state with a lack of certified teachers. If there is any thought about luring non-certificated content area specialists into urban and rural schools, please take a look at the experiences of Antioch, Seattle students on [www. edweek.com](http://www.edweek.com).

In the prologue to the explanation of the PRAXIS Test, now recommended in these standards, ETS, the maker of the test warns, "If minimum passing scores on teacher tests are raised, as many advocates of higher standards have recommended, the SAT and ACT scores of the prospective teacher pool will rise dramatically, but the supply and diversity of the pool will fall equally dramatically. The authors conclude that teacher testing holds great promise, but must be used judiciously and in combination with other reform efforts to ensure an adequate supply of academically talented and racially/ethnically diverse teachers." What will the outcome of a Praxis Testing program in Pennsylvania be, when we, along with the Commonwealth of Virginia, have the highest cut-off scores for Reading and Math?

And how are present teacher candidates doing in comparison to the general college populations? ETS has done a study of 300,000 prospective teachers and found that. . ." the data in this study suggest that teachers in academic subject areas have academic skills that are equal to or higher than those of the larger college graduate population." In Pennsylvania, our candidates do well in the National Teacher Examination. Again, why are we doing this?

When the call came to the public education to address the ills of society, it answered, "we will do it." And do it they did, from vocational education, to integration, to hot lunches, to low tuition for poor kids in state colleges, to teaching immigrants the American culture and language, to bicycle safety, to humane education, all of the academic subjects, and many more. We have succeeded beyond our wildest imagination. We are the most competitive country in world, as well as the most heterogenous. We have left our competitors far behind. Our economy is the envy of the world. The best and brightest in the world come to our universities, both private and public to study. Why is

this myth perpetrated, that we are not doing well in our educational endeavors, in the face of all of the evidence, Nobel Prizes in almost all areas (other than peace and literature), massive integration of immigrants, the like of which the world has never seen. We have been successful in almost all areas of endeavor. Why is it that we now need all of these changes that will eventually empty rural and city schools of their prospective teachers. Why this sudden rush to raising the bar?

PENNSYLVANIA BLACK CONFERENCE ON
HIGHER EDUCATION, INC.

Public Hearing
Proposed Rule Making
354
Teachers for the Twenty-first Century
Department of Education
Dr. Eugene Hickok
Secretary of Education

A Critical Response to Rule 354, the Teacher Training Initiative

John S. Shropshire
Dean of Enrollment Management
And Academic Records
Clarion University of Pennsylvania
Education Policy Committee Chair,
Pennsylvania Black Conference on
Higher Education, Inc.

July 14, 1999
Pa. Department of Education
Heritage Room A
333 Market Street, Harrisburg, Pa.

Very few are in the pipeline to continue in this worthy profession. The early studies in the colleges of education in the State System of Higher Education, show that the number of rural and Minority students would be substantially depleted with the implementation of this proposal. Over 50% of all present students would not have met the qualifications presented in the original Department proposal. This figure is much higher when considering only minorities. We would be more interested in how the Department of Education plans to attract more Minority teachers. Since prospective teachers tend to look for employment in a similar location in which they were raised, the perpetuation of the status quo of not having urban and especially inner city teachers is already a problem, implementation of this proposal will only exacerbate the problem.

2. According to the guidelines in the Teacher Training pamphlet, the criteria for admission to initial teacher preparation programs are based on multiple sources of data which include , but are not limited to, an assessment of academic proficiency, college entrance examinations, faculty recommendations, and biographical information. We would call the departments attention to a study completed by Charles Rooney titled "Test Scores Do Not Equal Merit". The subtitle of this work is Enhancing Equity & Excellence in College Admissions by de-emphasizing SAT and ACT Results. You may want to read a copy of this report done for Fair Test, The National Center for Fair & Open Testing, 342 Broadway, Cambridge, MA. 02139. I want to call some of these items from the Executive Summary to your attention today.

A . More than 275 four-year colleges and universities across the U.S., acting on the belief that "test scores do not equal merit", do not use the SAT or ACT to make admissions decisions about some part or all of their incoming freshmen classes.

B. Schools that have made standardized tests optional for admissions are widely pleased with the results. Many report their applicant pools and enrolled classes have become more diverse without any loss in academic quality. "Test score optional" policies promote both equity and excellence. This holds true at selective private liberal Arts colleges such as Bates College as well as at large public institutions as the California State University system.

C. Colleges and Universities that have moved away from using standardized tests to make admissions decisions have done so for a variety of reasons, but all have concerns about the impact of over reliance on the tests. All these schools have in common serious questions about the predictive accuracy, equity and value of standardized tests.

D. Lessons learned at the wide range of 'test score optional' schools can be applied to many other institutions. These lessons include:

- * Dropping tests leads to greater diversity because the focus on the test scores deters otherwise qualified minority, low-income, first-generation, female, and other students from applying.

- * High school performance -- expressed either as grades or class rank -- is the best available screening device for applicants.

districts, lower economic background, and racial diversity.

The outgoing President of the College Board, (a native of Pennsylvania) Dr. Donald Stewart has commented that the two key performance indicators on the SAT, are rigorous academic curriculum, and socioeconomic level of the student. Ability is not measured by the SAT or Praxis 1 and 2.

Our position is that the new proposal by the Department of Education fails to appreciate these factors listed by Dr. Stewart. The Pennsylvania Black Conference on Higher Education believes in having quality teachers. We also offer the research skills, the teaching experience of our members, and the concern for education, especially in inner cities and rural areas, to the Department of Education in order to work together to resolve these educational problems.

In conclusion, the PBCOHE has the feeling that this is a solution looking for a problem. The latest results from ETS suggest that education majors who complete the program have basically the same SAT average score as other college graduates. The context of teaching such as poverty, single parent families, lack of financial support for schools, and out-of-field teaching tend to be the problem areas in education today. The preparation of teachers in technology, multi cultural education, and solid field experiences are the areas where improvement need to be made.

I am leaving you with a list of questions that we would appreciate an answer from the Department of Education.

I thank you for your attention.

**PENNSYLVANIA BLACK CONFERENCE ON
HIGHER EDUCATION, INC.**

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Karen - Support Staff

Legal Advisor
Vacant
6/16/99

- * Contributing to efforts in the Commonwealth to recruit, retain, and graduate students by promoting quality programs which encourage personal and academic achievement;
- * Creating a climate that promotes and attracts students to post-secondary education and graduate programs;
- * Developing educational strategies to promote inter-group understanding within an increasingly diverse population in the Commonwealth.

[Back to PBCOHE's Brief History page](#)

[Back to PBCOHE's Main Home page](#)

Web Page is maintained by [Willie Kelty, Jr.](#)

[Center for Academic Computing](#) , [Education Technology Services](#) , [Penn State University](#)

Send any inquiries to wxk3@psu.edu

Robert B. Bartos, Dean
College of Education and Human Services
Shippensburg University
Shippensburg, PA 17257

First, I would like to thank the committee for allowing the opportunity for testimony concerning Chapter 354. It is clear that the Pennsylvania Department of Education and the Deans of colleges and schools of teacher education throughout the state are both interested in continuously improving the quality of teacher preparation programs through the development of viable standards. Chapter 354 is an extremely important document for each of us as we continue to revise, improve, and innovate in the area of teacher preparation.

As I read through the complete chapter reviewing all of the recommendations for changes to proposed specific standards in the various disciplines as well as the general recommendations made throughout the chapter, a number of thoughts came to mind as a result of my experiences as a dean, a teacher preparation faculty member, and former urban public school teacher for the past 27 years. I feel very strongly that a number of recommendations need to be made to the proposed Chapter 354 that will, in fact, allow for the strongest possible standards and the assuredness that teacher preparation in the state of Pennsylvania will, in fact, be one of the strongest if not the strongest in the United States.

I believe first of all that more attention should be devoted to the psychological components of teaching, i.e. psychology, learning instructional theory, current research applied to the field (i.e. brain), success for At-Risk students, prevention research, classroom management, and parental/community involvement. These areas are given a cursory look by the standards but certainly attention to these areas are the very fundamental areas that teachers must have in order to be competent and successful teachers. In addition, more attention should be given to meaningful exit competencies rather than entrance competencies for prospective teachers. Certainly, the section 354.21(A,4), establishing a minimum grade point average in course work exclusive of professional education courses, I feel is out of the purview of Chapter 354 and personally and professionally offensive and should be totally deleted from Chapter 354. The very essence of this Chapter is to develop standards and procedures for institutional preparedness for professional educators. Admissions standards do not fall into the purview of Chapter 354. These are program standards and processes within those programs that prepare students as teachers. A proposed grade point average minimum exclusive of teacher education programming in no way enhances the prospects of a successful completion of a teacher preparation program. First, the grade point average for 93 schools that prepare teachers is varied at best. The arbitrary decision of a 2.8 or 3.0 does not indicate the opportunity for success within any teacher education program. I believe that the reason for this particular proposal is to try to reduce the supply of teachers in the state of Pennsylvania. Certainly Chapter 354 is not the vehicle by which

this reduction needs to be applied. The opportunity for more strenuous exit competencies and subsequently higher scores on the PRAXIS exams will certainly determine the effectiveness and the viability of teacher education graduates. The very idea of Chapter 354 is to develop those program competencies and for each teacher education institution to follow those competencies in ways that are meaningful and subsequently successful. Certainly the concept of an entrance requirement determined by the state into a specific program is both arbitrary and capricious in nature. I also feel the inclusion of this admission requirement within Chapter 354 will be viewed as exclusive in nature and subsequent legal actions by various groups is assured if this particular section is approved. I also feel that the proposed standards for Chapter 354 must make it just as rigorous to become certified through alternative routes as through conventional routes. The current standards do not clearly speak to this issue and subsequent rulings by the Pennsylvania Department of Education have supported this vagueness.

As to specific recommendations for changes to proposed specific standards, many recommendations have been sent forward to the Department by teacher education departments throughout the state. Some of the recommendations are not seen in the current proposed standards, including standards in early childhood which would recommend strengthening standards on early intervention and including supervisory positions at the pre-primary level. In the standards on elementary education, cultural diversity needs to be addressed and the standards should relate to Chapter 4 competencies. In addition, they should relate to professional standards of various professional organizations. I would recommend a change to the specific standards for special education. The K-12 scope of the certificate is too broad. It is very difficult to assure skills and abilities necessary for a special education major to teach respectively at the high school level. There seem to be an over-emphasis on elementary preparation at the expense of high school content and methods. These are but a few of the areas of concern that I have concerning the proposed specific standards. However, I am sure that other groups will discuss with more specificity each of the proposed subject areas.

My major concern in the approval of Chapter 354, however, would be the inclusion of the establishment of a minimum grade point average in course work prior to admission into a teacher education program. Almost every school in the state of Pennsylvania has established a minimum 2.5 average for admission into the program. This grade point average works well in screening out students not appropriate for teaching. The inclusion of this grade point average within the Chapter is both inappropriate from the point of what the chapter is supposed to do and also inappropriate in terms of dictating to each individual school a grade point average that varies dramatically and has nothing to do with program standards, competencies, and exit exams.

I thank you for the opportunity to speak with you this morning.

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College of Education and Human Services
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Shippensburg, PA 17257

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I thank you for the opportunity to speak with you this morning.



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.