

Buckheit, James

From: brooksb [brooksb@cmsd.k12.pa.us]  
 Sent: Thursday, April 19, 2007 1:59 PM  
 To: 00statbd@psupen.psu.edu  
 Subject: Chapter 49 Revision recommendation

Hello. My name is Rebekah Brooks from Washington, PA. I recently graduated from California University with a B.S. in Education as well as an English 7-12 certification. I recently read the Jan. document "PDE Revisions of Teaching Certificates: Background Paper" and I have a few comments about the proposed revisions, specifically concerning teacher preparation programs for the secondary certification. I think that my input would be interesting to the committee considering I am a "new teacher" and I have personally faced many challenges that relate directly to the NCLB and IDEIA requirements, most of which I was/am not prepared for. I believe that proposed revisions concerning teacher preparation programs is indeed valid and important to help education students evolve into HIGHLY QUALIFIED professionals. As an English major, I am also interested in a good research topic, so I was wanting to know if the committee would be interested in my experiences in order to facilitate decisions regarding the changing teacher prep. curriculum changes; where best the 9 credits could facilitate pre-service secondary teachers.

I do see there seems to be a lack of interest in the secondary certification program as far as this revision is concerned, and it does bother me that the committee isn't taking into consideration the secondary teacher who needs to learn how to best adapt their lessons for the students that have IEP's throughout their secondary careers. I know I need A LOT of help figuring out how to adapt assessments, rubrics, as well as general instruction in order to meet all students' needs. Believe it or not, there are more students who are considered "inclusion" students without an inclusion teacher in the classroom with a core subject teacher than not, and it is just as much the secondary teachers' (content teachers') responsibility to keep these students on track as their special education teachers'. Also, I am currently hunting for a permanent position and I am noticing that the majority of the school districts are in need of teachers who are dual certified in special education as well as a content certification (N-12 + English 7-12 for example.) Even though secondary programs can be seen as a dual major in itself, it would be helpful to allow these pre-service teachers extra time to explore the special ed. field; I know I would have appreciated it (there is not room outside of the major courses to freely take any course you would like, if you want to graduate in 4-5 years; by the way, no one graduates in 4 years anymore.) As far as the implementation is concerned, it is highly important that the 9 credits ARE NOT pulled from the content area courses that secondary students take which enable them to be able to "demonstrate subject matter competency" in the core academic subjects. It is my opinion that the 9 credits should be placed under the EDU credits in order to keep the content areas the same, which are extremely more effective to my teaching career than 90% of the education courses I took during my SIX years as a pre-service teacher. As I mentioned, I am always interested in pursuing a good research topic and would be willing to

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further explain my opinions and reasonings as much as the committee would be interested and willing to listen.

Thank you for your time,  
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