

Kathy Cooper

From: Patricia Kolencik [pkolencik@clarion.edu]
Sent: Monday, November 27, 2006 1:32 PM
To: jbuckheit@state.pa.us; IRRRC
Cc: jflynn@velocity.net; hornung@pitt.edu
Subject: Chapter 49.2

Dear Mr. Buckheit,

The purpose of this email communication is to voice my objections to the proposed Chapter 49.2 regulations. As an assistant professor in the Education Department at Clarion University, I strongly believe that the proposed chapter 49.2 reform will have a definite negative impact on all of the teacher preparation programs at the state universities and an even more dreadful negative impact on future teacher candidates for several reasons. First, the elimination of the current PA elementary certification (K-6) will make Pennsylvania's teacher-candidates much less marketable should they not be able to find employment in Pennsylvania. Second, the new elementary certification will narrow the focus of teacher certification, which may create a shortage of educators prepared to teach in grades 4-8 as well as cause staffing problems for school boards and elementary administrators in PA due to the lack of certification flexibility. I am also concerned about the "grandfather" clause for teachers with existing certifications and allowing school administrators to "selectively" revise certification requirements on a case by case basis. My question is, "why have certification regulations at all if you're willing to let administrators selectively choose who can teach at that level and who cannot?" Third, the quality of teacher preparation programs in the SSHE institutions could be seriously damaged. How can one prepare a quality teacher-candidate with the mandates about diverse learners in 120 credits? Quality in teacher training is of the essence if Pennsylvania to produce highly qualified teachers of NCLB. I strongly object to the 120 credit limit. We, as teacher educators, cannot possibly produce quality highly qualified teachers in 120 credits. I thoroughly agree with the mandated extra emphasis on courses in teaching diverse learners, but the 120 credit limit must be increased.

I urge you to reconsider these regulations that will have the above mentioned negative impact on future teachers.

Patricia L. Kolencik, Ed.D.

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