



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 845 001: Personnel Preparation Programs in Special Education
CRN: 18118, 3 - Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 1/22/2014 - 12/18/2013
Phone: (703) 993-9858	Meeting Day(s): Wednesday
E-Mail: kregan@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: make appointment	Meeting Location: Fairfax, Krug Hall #102

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Provides an in-depth study, analysis, and discussion of personnel preparation programs in special education including: scope and sequence of teacher preparation programs as they align with state and national teacher licensure standards, bodies of accreditation, syllabi development, delivery models, and frameworks for curriculum design; teacher evaluation; and how policies, research, and issues of accountability can transform teacher preparation programs.

Prerequisite(s): Admission to PhD program, or approval by permission of instructor.

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation.

2. Videos, podcasts, webinars, and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software, including SPSS.
5. Application activities, including in class and out of class evaluation and analysis of teacher preparation research.
6. Student project presentations.

Learner Outcomes

- Upon completion of this course, students will be able to:
- Discuss and describe various issues impacting teacher preparation programs.
- Analyze program data and critique research and methodologies in the context of teacher preparation.
- Demonstrate how to design an original syllabus within an existing framework.
- Describe and critique various delivery models of instruction including technological advances.
- Demonstrate an analysis of a topic in personnel preparation.
- Develop and present an applied project investigating a selected topic in special education personnel preparation programs.

Required Textbooks

NONE, Research articles available electronically via GMU Library

Required Readings

(additional readings may be selected by the instructor):

- Bain, A., Lancaster, J., Zundans, L., & Parkes, R. J. (2009). Embedding evidence-based practice in pre-service teacher preparation. *Teacher Education & Special Education, 32*, 215-225.
- Boe, E. E., Shin S., & Cook, L. H. (2007). Does teacher preparation matter for beginning teachers in either special or general education? *Journal of Special Education, 41*, 158-170.
- Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. (2010). Special education teacher quality and preparation: Exposing foundations, constructing a new model. *Exceptional Children, 76*, 357-377.
- Grskovic, J. A., & Trzcinka, S. M. (2011). Essential standards for preparing secondary content teachers to effectively teach students with mild disabilities in included settings. *American Secondary Education, 39*, 94-106.
- Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2010). Preservice teacher preparation for inclusion: An exploration of higher education teacher-training institutions. *Remedial & Special Education, 31*, 24-33.
- Henderson, K., Klein, S., Gonzalez, P., & Bradley, R. (2005). Teachers of children with emotional disturbance: A national look at preparation, teaching conditions, and practices. *Behavioral Disorders, 31*, 6-17.
- Kleinhammer-Tramill, J., Tramill, J., & Brace, H. (2010). Contexts, funding history, and implications for evaluating the office of special education program's investment in personnel preparation. *Journal of Special Education, 43*, 195-205.
- Kleinhammer-Tramill, J., Tramill, J. L., & Westbrook, A. (2009). Evaluating the federal investment for personnel preparation in special education. *Teacher Education & Special*

Education, 32, 150-165.

- Kretlow, A. G., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices: A review of studies. *Teacher Education & Special Education*, 33, 279-299.
- Ludlow, B. L., & Brannan, S. A. (2010). Distance education program preparing personnel for rural areas: Current practices, emerging trends, & future directions. *Rural Special Education Quarterly*, 29, 4-15.
- Mastropieri, M.A., Scruggs, T.E., Conners, N., Kealy, M., Morrison, N., Diamond, C., & Werner, T. (2011). Improving intervention effectiveness with university-public school cohort partnerships. In T.E. Scruggs & M.A. Mastropieri (Eds.) (pp. 341-365), *Advances in learning and behavioral disabilities: Vol. 24. Assessment and intervention*. Bingley, UK: Emerald.
- Mastropieri, M.A., Scruggs, T.E., & Mills, S. (2011). Special education teacher preparation. In J. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 47-58). New York: Routledge.
- Regan, K., Berkeley, S., & Ray, S. (in press). Beyond teach and hope: Moving from data to action. *Teacher Education Quarterly*.
- Rosenberg, M. S., Boyer, K. L., Sindelar, P. T., & Misra, S. K. (2007). Alternative route programs for certification in special education: Program infrastructure, instructional delivery, and participant characteristics. *Exceptional Children*, 73, 224-241.
- Sindelar, P. T., Brownell, M. T., & Billingsley, B. (2010). Special education teacher education research: Current status and future directions. *Teacher Education & Special Education*, 33, 8-24.
- Smartt, S. M., & Reschly, D. J. (2007). *Barriers to the preparation of highly qualified teachers in reading (TQ Research & Policy Brief)*. Washington, DC: National Comprehensive Center for Teacher Quality.
- Smith, D. D., Robb, S. M., West, J., & Tyler, N. C. (2010). The changing education landscape: How special education leadership preparation can make a difference for teachers and their students with disabilities. *Teacher Education & Special Education*, 33, 25-43.
- Trent, S. C., Kea, C. D., & Oh, K. (2008). Preparing preservice educators for cultural diversity: How far have we come? *Exceptional Children*, 74, 328-350.
- Williams, J. M., Martin, S. M., & Hess, R. K. (2010). Personnel preparation and service delivery issues in rural areas: The state of the art. *Rural Special Education Quarterly*, 29, 31-39.

Recommended Textbooks

APA Manual

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

SPSS software: GMU's Virtual Computing Lab at <https://www.vcl.gmu.edu>. The VCL has SPSS, NVIVO, ArcGis, Stata and MatLab. Faculty, staff and students can login with their GMU credentials to use this software.

We will also have access to SPSS software in class using supplied computers in the classroom. In addition, all computer labs on campus have SPSS installed.

Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printing copies, etc.) prior to class.

Access Blackboard at “my mason portal site” Your login and password are the same as your George Mason e-mail login. Once you enter, select EDSE 845 to access copies of class materials, readings in pdf formats, and links to relevant sites. Additional sources as needed from the library.

Additional Readings

- Council for Exceptional Children (CEC): Common Core Standards: What Special Educators Need to Know
- *Teacher Education and Special Education* – ISSUE: February 2010, Vol. 33 Issue 1
- Teacher Evaluation – November 2012, Vol. 70 Issue 3 of *Educational Leadership* “Teacher Evaluation: What’s Fair? What’s Effective?”
- Technical Assistance and Dissemination Network (TA & D) “Placemat”
<http://www.tadnet.org/pages/526-find-a-center>
- National Comprehensive Center for Teacher Quality (NCTQ): *Innovation Configurations to Evaluate Course Syllabi* www.tqsource.org
- (November 2010) NCATE Blue Ribbon Report: Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Because of the importance of lecture and discussion to the total learning experience, students are encouraged to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 15% of the course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

Late Work.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS

COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 70% = F

Assignments

Performance-based Assessment (TaskStream submission required).

N/A

Performance-based Common Assignments (No TaskStream submission required).

N/A

Course Assignments.

Class Participation (13 points)

1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see Professional Disposition Criteria at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. Laptops, cell phones, PDAs and all other electronic devices should be silenced during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (not for surfing the web, checking email, etc.).

3. Promptness: All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

4. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

****PLEASE expect to verbally participate, effectively listen during every class session, and encourage discussion of your peers.**

Midterm Review/Exam (20 points)

A take home exam will be distributed. The exam will consist of content from the assigned readings and the discussions in class.

“PechaKucha Night”: Project Update Presentation (12 points)

In mid-semester (week 9), students will prepare to present an overview of what has been done to date using relevant audio visual materials. Students will present in a unique format known as Pecha Kucha. Please see the appendix section of this syllabi for more information about this format. In the presentation, you will explain clearly what you have done/learned so far to develop your final applied project, what questions remain, and what issues or barriers you have encountered. Information gathered from an individual with relevant information on the topic may also be included (faculty member, staff member, other resource). Be creative and engaging. A rubric will be provided in class.

Applied Project (40 points)

(Performance Based Assessment)

Option 1: Individual Research Review Paper

An integrative review paper must be completed. You may select to complete a traditional or integrative research review paper of a selected area in special education personnel teacher preparation (*Some potential topics have been provided in the appendix of this syllabus). Have your topic approved prior to beginning. You should also prepare materials based on the paper to present to the class.

1. Select a current issue impacting teacher preparation programs in special education.
2. Complete a literature search of Psych Info and other relevant databases to identify relevant original research articles (check for other relevant data bases).
3. Obtain and read original research articles.
4. Develop a coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using the *American Psychological Association Publication Manual* (6th edition) guidelines:
 - Title Page
 - Abstract
 - Introduction and Purpose

Method (literature search procedures)

Results (this is the section that will vary according to your specific articles)

Overall characteristics of the studies (number of articles, sample descriptions
general descriptions of methods, outcome measures, overall findings; and quality
of studies)

Discussion – Synthesis, Summary, and Conclusions

References

There will be numerous opportunities to discuss this project and to work on your papers throughout the semester.

Option 2: Research Application Project

The research application project is designed to provide experience in designing, implementing, and evaluating a research application project in special education teacher preparation. Be sure to have your research question and design approved before beginning since the instructor can assist you with the design components and GMU and district IRB approval. It is recommended that APA format and the following can guide your paper:

Questions of the Research Application Project:

Sample questions:

*What are the attitudes of special education university faculty towards online education and their attitudes toward the establishment of institutional quality standards related to online education?
How are quality induction and mentoring programs for elementary special education teachers structured?*

How does professional development impact the fidelity of implementation of in-service teachers employing a reading intervention to 5th grade students with SLD?

Background Literature:

Provide a brief description of the background literature that indicates a need for your question.

Design/Method of the Project:

This section will be based upon your question. There are a variety of methodologies you could select to investigate your selected question.

Participants: Use the following marker variables as guidelines to describe the participants in your applied project.(may be students, faculty members, student interns, in-service teachers, pre-service teachers, etc.). Initially complete a coding sheet like the brief one below for each relevant study you include in your search and then compute the averages and ranges and report that data. Staple your individual data sheets to your report.

Ex.

- In-service Teacher/Pre-Service Teacher/Student Identification # _____
- School/Setting _____ Size _____ (urban, suburban, metropolitan, rural)
- Special education classification _____
- Teacher of/Grade in school _____

- Date of birth (month, day, year)_____
- Sex (Male or female)_____

Instruments/Testing materials: Carefully describe all of the materials that were used. Include copies of any surveys, interview protocols, observation protocols, and/or pre/posttests. Remember these measures will be used to describe whether or not your methods were “EFFECTIVE.” You may want to include a pretest of participant’s knowledge, a posttest of participant’s knowledge, or attitude measures (e.g., I incorporate technology in my classroom instruction. 1 2 3 4 5), and you may want to include a measure of observable data (e.g., audio or videotape participants).

Procedure: Carefully describe in a step by step fashion what you did. Use subheadings if you have multiple conditions of a selected intervention (for example; bi-weekly professional development group for a reading program OR one time professional development group)

Testing procedures: Describe how the measures were administered. For example, were interviews completed 1:1? Did mentors provide feedback immediately after observing the 1st year teacher?

Scoring procedures: Describe how the measures were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Did you have multiple raters completing an observational tool of a 1st year special education teacher in the classroom?

Data Sources: Provide a listing of all of the sources of data you obtained. We will use this list to help determine the appropriate data analyses procedures.

Results: Describe all of the testing results. You can present individual scores (use the same ID#s used in the demographic data sheets) and then compute a column average (we may learn several statistical tests that you will be able to use for analyzing your data).

Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, method A clearly facilitates an intervention completed with high fidelity, as every teacher’s student in method A received 10 points higher on the unit test. Or there were no differences between the methods on the pre and post unit tests.

Provide some insights as to why you might have obtained the findings. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

Project Presentations (15 points)

Students will present a poster and oral summary of their written applied projects. They will use audio/visual materials in their poster presentations. Students will explain clearly what they did and prepare a one page summary for classmates. The presentations may simulate a professional conference forum.

Applied Project Rubrics

(Performance Based Assessment)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<i>Option 1: Individual Research Review</i>	<p>Contains one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature. Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Paper contains little to no information of value to special education practice.</p>	<p>Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.</p>	<p>Appropriate topic, good literature search procedures, good overall characteristics of the data set, thorough and thoughtful review of previous research. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format throughout.</p>
<i>Paper Option 2: Research Application Project</i>	<p>Contains one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project. Paper with substantial problems in important areas such as writing, implementation of intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice.</p>	<p>Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.</p>	<p>Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format throughout.</p>

2. Assignment Weighting and Scale

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Classroom Participation	13 (1 point for each class session)
Midterm Review/Exam.....	20
“Pecha Kucha” Project Update Presentation	12
Applied Project	40
Project Presentation	15
TOTAL POINTS.....	100

Schedule

Tentative Class Topics and Due Dates
(Subject to change for any unforeseen interruptions)

Week	Topic
Week 1 Jan. 22	<p>Historical Perspective of SPED teacher preparation; Current Issues Impacting Teacher Preparation Programs</p> <ul style="list-style-type: none"> • Brownell et al. (2010) • Harvey, Yssel, Bauserman, & Merbler (2010) • Sindelar, Brownell, & Billingsley (2010)
Week 2 Jan. 29	<p>A Changing Landscape of Teacher Preparation for Special Education</p> <ul style="list-style-type: none"> • Smith, Robb, Mortorff, West, & Tyler (2010) • Mastropieri, Scruggs, & Mills (2011) • Teacher Education and Special Education – ISSUE: February 2010, Vol. 33 Issue 1 (explore issue for topical areas of interest) • Research Project Example: Regan, Berkeley, & Ray (2013)
Week 3 Feb. 5th	<p>Teacher Preparation Models in Special Education</p> <ul style="list-style-type: none"> • Dual Certification, Alternative Route, Highly Qualified, disability specific programs, University Partnerships • Boe, Erling, Shin, & Cook, (2007) • Henderson, Klein, Gonzalez, & Bradley (2005) • Mastropieri et al. (2011) <p><i>Guest presenter:</i> Cohort models; University/school partnerships</p>
Week 4 Feb. 12	<p>State/National Licensure Standards; Alternative Certification (CEC, VDOE, NCATE) & Teacher Evaluation</p> <ul style="list-style-type: none"> • Rosenberg, Boyer, Sindelar, & Misra (2007) • Council for Exceptional Children (CEC): Common Core Standards: What Special Educators Need to Know • Teacher Evaluation – November 2012 issue of Educational Leadership

	<p>“Teacher Evaluation: What’s Fair? What’s Effective?” (articles of focus TBD) <i>Guest presenter</i></p>
<p>Week 5 Feb. 19</p>	<p>Our Teacher Preparation Mild Disabilities Program (Mason advisors present)</p> <ul style="list-style-type: none"> • Scope and Sequence • Curriculum Guidelines for Syllabi: Scope and Sequence (Curriculum Committee presenter) <p><i>Guest presenter: Academic advisor</i></p>
<p>Week 6 Feb. 26</p>	<p>Upgrading Quality of Teacher Preparation</p> <ul style="list-style-type: none"> • Center on Great Teachers & Leaders (formerly National Comprehensive Center for Teacher Quality or NCTQ http://www.gtlcenter.org/) • Ceedar Center (<i>Innovation Configurations</i> to Evaluate Course Syllabi http://cedar.education.ufl.edu/) • Smartt & Reschly (2007) • National Council on Teacher Quality http://www.nctq.org • Technical Assistance and Dissemination Network (TA & D) “Placemat”
<p>Week 7 March 5</p>	<p>Upgrading Quality of Teacher Preparation</p> <ul style="list-style-type: none"> • Federally Funded initiatives: technological innovations, evidence-based practices, cultural diversity, UDL as a frameworks for curriculum design • Review Requests for Proposals – OSEP: 325T, 325D, 325K initiatives • Grskovic & Trzcinka (2011) • Kleinhammer-Tramill, Tramill, & Westbrook (2009) • Kleinhammer-Tramill, Tramill, & Brace (2010) • Trent, Kea, & Oh (2008) (cultural diversity)
Spring Break	
<p>Week 8 March 19</p>	<p>Delivery Models: The Role of Technology for the Instructor</p> <ul style="list-style-type: none"> • Face-to-face, synchronous, asynchronous, hybrid, distance education, technological advances • Williams, Martin, & Hess (2010) • Ludlow & Brannan (2010) <p><i>Guest presenter</i></p>
<p>Week 9 March 26</p>	<p>“PechaKucha Night” Project Update Presentation</p> <p>Mid-Term Exam Provided in Class and Due before Class 10.</p>

Week 10 April 2	The Role of Evidence-Based Practices in Teacher Preparation <ul style="list-style-type: none"> • An Embedded Curriculum Framework • Bain, Lancaster, Zundans, & Parkes (2009) • Kretlow & Bartholomew (2010) • 325T Project with the Mild Disabilities Program for K-12 children with disabilities who access the general education curriculum
AERA conference April 3-7 CEC conference April 9-12	
Week 11 April 16	Clinical Field Experiences in Teacher Preparation <ul style="list-style-type: none"> • (November 2010) NCATE Blue Ribbon Report: Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers
Week 12 April 23	Teaching in Higher Education <ul style="list-style-type: none"> • Planning Scope and Sequence, Pacing, Syllabi, Readings, Engaging learners, delivery modalities <i>Guest Presenter:</i> New faculty member and/or Doctoral Student who has co-taught
Week 13 April 30	Final Project Presentations of Applied Project

* Additional readings will be provided by the instructor for some Learning Modules.

Appendix A

Pecha Kucha, What Is It?

Pecha Kucha is a fast-paced, focused and dynamic technique to deliver an excellent presentation in less than ten minutes. PechaKucha or Pecha Kucha (Japanese: ペチャクチャ, loosely translated as “chit-chat”) is a simple presentation format where you show 20 slides or images, each for 20 seconds. The slides advance automatically and the talk accompanies the images.

The presentation format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture. The first Pecha Kucha Night was held in Tokyo in their gallery/lounge/bar/club/creative kitchen, Super Deluxe, in 2003 and is now occurring in over 500 cities worldwide.

The Teacher Education Division conference in 2013 included proposals for *PechaKucha sessions* for the first time (the text here is from <http://www.tedcec.org/conferences/ted-2013-conference-in-fort-lauderdale>). Your presentation for this course could potentially be something you propose for the 2014 conference potentially.

Guiding Principles for Creating a Pecha Kucha

The beauty of Pecha Kucha is in the simplicity of its design. Each presentation consists of 20 slides that are shown for 20 seconds each (for a total presentation time of six minutes and 40 seconds). Slides rely heavily on pictorial representations to convey content and are set on a timer so that they automatically advance through the presentation. Text on the slides is kept to a minimum, with pictures and large graphics helping to guide the presentation in a story-like manner.(consider Flickr rather than google images)

The nature of Pecha Kucha dictates that preparation and rehearsal is a must. It is a good idea to plan the slides of a Pecha Kucha presentation as one would plan out a storyboard. Rehearsal is also key to a successful performance. Twenty seconds can go by very quickly, particularly if you try to crowd any one slide with too many details. Conversely, remaining seconds can hang in the air for seemingly forever if the speaker runs out of things to say before the slide transitions. A good strategy is to convey one point over two or three slides. Additionally, keeping a timer on to show a countdown during practice sessions can assist in gaining a perspective on how much information can be conveyed within the twenty second time span.

Examples of Great Pecha Kuchas

<http://www.youtube.com/watch?v=wGaCLWaZLI4>

<http://www.pechakucha.org/presentations/free-the-diamond>

<http://www.pechakucha.org/presentations/transformer-apartment>

<http://www.pechakucha.org/presentations/minor-urban-disasters>

Appendix B

Potential topics in special education personnel teacher preparation:

Distance/hybrid Models of Education

Curriculum Improvement

Professional Development Schools

School/University Partnerships

Innovation Configurations

State/National Licensure Standards

Common Core standards

Teacher Evaluation

Technology

Clinical Practice (e.g., 'bug in ear')

Merged/Integrated Teacher Preparation programs

Certification

Alternative Teacher Preparation Programs

Teach for America

Evidence-Based Practices

Teacher Quality

Cultural Diversity

Cultural diversity

Cohort models

Innovation Configurations

Quality of Teacher Preparation programs

Delivery models of teacher preparation

What special educators should know

Policies

Technical Assistance Centers

<http://aacte.org/> American Association of colleges for Teacher Education

(explore this site!)

Improving student performance in IHEs

Accreditation of Teacher Preparation programs
Critique of teacher preparation programs