



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

Spring 2021

EDSE 845 001: Personnel Preparation Programs in Special Education

CRN: 20871, 3 – Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 1/25/21 – 5/10/21
Phone: 703.993.5732	Meeting Day(s): Tuesday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: 12:30-1:30 Thursdays (or by appointment)	Meeting Location: Fairfax; T 1017
Office Location: 213 Finley Building	Other Phone: N/A

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

Prerequisite(s):

Admission to PhD program, or approval by permission of instructor.

Co-requisite(s):

None

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered in person on the Fairfax Campus in Thompson Hall Room 1017. Those uncomfortable or unable to come to campus will participate using Zoom through my room [<https://gmu.zoom.us/j/6951566140>]. This room link will remain the same throughout the entire semester. I will send an email out each week to determine who will be on campus and who will be on Zoom. If there is a need to change delivery methods, I will notify all students immediately.

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)

- [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week. In addition, students must log-in for all scheduled online synchronous meetings if not attending in person.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Discuss and describe various issues impacting teacher preparation programs.
2. Analyze program data and critique research and methodologies in the context of teacher preparation.
3. Demonstrate how to design an original syllabus within an existing framework.
4. Describe and critique various delivery models of instruction including technological advances.
5. Demonstrate an analysis of a topic in personnel preparation.
6. Develop and present an applied project investigating a selected topic in special education personnel preparation programs.

Professional Standards

Not applicable.

Required Texts

There are no required texts for this course. All readings will be journal articles or book chapters. The references for these readings are included at the end of the syllabus and will be posted in Blackboard. *I ask that students retrieve the readings individually from the Mason library so that the author and the journal get credit for the article being downloaded and read.*

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 845, NO ASSESSMENT REQUIRED.

Assignments and/or Examinations

Please see Blackboard for detailed directions and grading rubrics.

Online Journal Weekly Reflection (10 @ 3 points each; 30 points total)

Before each class session: Read all assigned articles. Identify specific questions that you have for discussion in class.

During each class session: Bring up your questions in small learning groups. Small groups will bring questions to large group for discussion.

After each class session: Write brief (no more than one page; double spaced) reflection on small/large group discussion, including your questions, others that were of interest to you, and responses. Include citations to course material or other as appropriate. Focus this reflection on one or two ideas; do not attempt to include everything. Submit the reflection through Blackboard before the next class session.

Synthesis Papers (2 @ 10 points each; 20 points total)

You will write two papers that synthesize the assigned readings on a topic and any additional sources you would like to use. The papers should adhere to APA style and include the following sections:

- Introduction to the topic (statement of the problem, definition of any relevant terms)
- Similarities and differences in the authors'/presenters' perspectives on the topic
- Synthesis

Dictionary.com defines synthesis as “the combining of the constituent elements of separate material or abstract entities into a single or unified entity.” Therefore, I am looking for how well you can bring together the readings, our discussion, your prior knowledge, and any additional material (optional) to develop a clear point or idea of your own that is related to teacher preparation.

The paper can be no more than 5 pages long (title page and references not included). You will turn the paper in, receive feedback, revise, and resubmit for the final grade.

Final Project (50 points total; 40 for project and 10 for presentation)

All final projects may be done individually or with a partner. Special permission must be obtained for groups larger than 2. I am not discouraging this but I want to make sure it makes sense and fits the purpose of the project.

Option 1: Course Development

Choose one course from any of the Mason special education undergraduate programs. You can use any of the posted syllabi as a starting point to guide your thinking; however, you

will be given the standard course syllabus template to create your own course syllabus. The syllabus you create must include:

1. Your personal learning objectives (in addition to the programmatic ones)
2. Course schedule with topics and readings (textbook and/or journal articles)
3. Assignments (course performance evaluation) and grading guidelines for each
4. Course policies (including acceptance of late work, attendance/participation guidelines, communicating with you)

You must also create a lesson plan and supporting materials for three of the class meeting sessions (including the first session and any other two you choose).

Option 2: Program Evaluation

This project will include both process and recommendations. You will review the Mason graduate licensure program in any of the three areas using any combination of CEC standards, InTASC standards, CEEDAR Center ICs, and/or other criteria and provide recommendations. The final project submission will include:

1. Overall description of the process and rationale
 - a. Introduction/brief review of relevant literature/purpose statement
 - b. Data collection methods (how will you gather information about the program; what data will you collect)
 - c. Participants (who will you involve in data collection activities)
 - d. Data Analysis process (what criteria/evaluation process will you use; how will you conduct the analysis)
2. Results
3. Recommendations for programmatic changes

I will provide you with materials for review and will need to approve your data collection methods before you implement.

Option 3: Design Your Own

If you are interested in completing a different activity that is directly related to special education teacher preparation, I am open to proposals (though submission is not a guarantee of approval). Submit a proposal for that project to me by 2/2. In that proposal, you will need to provide:

1. Purpose/goal
2. Rationale
3. Who will be working on the project
4. Detailed description of what will be included in the final submission
5. Skeletal grading rubric idea

Project Presentations

Students will prepare a poster session presentation of their projects for the final class session. This will include a visual display, handout, and talking points. Faculty from a variety of programs will be invited to attend the class session.

Course Policies and Expectations

Attendance/Participation

This is not a lecture-based course. My intention is that our time together will be spent in discussion, questioning, and thinking about teacher preparation and the evidence supporting ideas and practices. Your attendance and engagement are critical to the success of this class. I will work diligently to make the class a safe space for differing perspectives and ideas that are based on evidence. I will also attempt to push and challenge you to see multiple perspectives (as I anticipate you will do for me). Therefore, students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) participate actively and appropriately in class discussions. If at any time, you do not feel safe to share your ideas, contact me immediately.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will only accept late work in the event of an emergency (and the student contacted me within 24 hours of the due date) OR the student discusses the need for an extension at least three days before an assignment is due. All assignments for the course are listed in the syllabus and posted on Blackboard at the beginning of the semester.

Communication with Dr. Weiss. The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. On weekends, I check my Mason account on Sundays and will respond to all received then. Though I have posted office hours, I am happy to arrange a convenient time to meet with you individually. Just contact me.

Grading Scale

Assignment	Point Value
Weekly Online Reflections	30 (10@ 3 points each)
Synthesis Papers	20 (2@ 10 points each)
Project and Presentation	50
TOTAL	100

95-100 = A

90-94 = A-

87-89 = B+

83-86 = B

80-82 = B-
 70-79 = C
 < 70 = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

+Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings	Assignments Due
1/26	Introductions Framing teacher preparation	Floden et al. (2021) Bastian, Sun, & Lynn (2021) Cavanna et al. (2021) Ronfeldt et al. (2021) Medina (2020)	
2/2*	Current issues in teacher preparation	Billingsley, Bettini, Mathews, & McLeskey (2020). Brownell et al. (2020) Mason-Williams et al. (2020) Kozleski & Proffitt (2020) Pugach et al. (2020)	<i>Final project choice</i>
2/9*	Shortage and making choices <i>Mary Kealy, Director, TTAC (former Assistant Superintendent, LCPS)</i>	Peyton et al. (2020) Dai et al. (2007) Whitford, Zhang, & Katsiyannis (2018) https://www.doe.virginia.gov/teaching/workforce_data/index.shtml	<i>Synthesis 1 draft</i>
2/16*	Retention and working conditions <i>Bonnie Billingsley, Professor</i>	Billingsley & Bettini (2017) Dicke et al. (2020) Bishop et al. (2010) O’Brien et al. (2019)	
2/23*	Expectations for first year teachers—novice	Stahnke, R. & Blomeke, S. (2021) Munson, Baldinger, & Larison (2021)	<i>Synthesis 1 final</i>

	vs expert; professional identity <i>Hannah Mathews, Assistant Professor</i>	Boveda & Aronson (2019) Mathews, Rodgers, & Youngs (2017)	
3/2*	Undergraduate/graduate programs—how are these policy decisions? <i>Pam Baker, Division Director Jancy Templeton, Advisor</i>	https://www.doe.virginia.gov/news/news_releases/2017/12_dec11_gov.shtml https://www.doe.virginia.gov/teaching/workforce_data/index.shtml (examine salaries and critical shortage areas for 2020-2021)	<i>Final project checkpoint 1</i>
3/9*	Accreditation and standards Regulations <i>Adrienne Sullivan, Director, AERO</i>	https://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/ (read for general requirements/requirements for special educators) CEC initial preparation standards https://exceptionalchildren.org/standards/initial-special-education-preparation-standards CAEP 2022 standards http://caepnet.org/standards/2022/introduction CEEDAR https://cedar.education.ufl.edu Bastian, Patterson, & Pan (2018) Bartell, Floden, & Richmond (2018)	
3/16*	Work session; individual meetings		<i>Synthesis 2 draft</i>
3/23	Adult learning theories; Conceptual frameworks; EBPs <i>Cathy Kea, Professor</i>	Taylor & Hamdy (2013) Grossman, Smagorinsky, & Valencia (1999) Dunst et al. (2020) Mayer (2008)	
3/30*	Developing programs 1 <i>Melissa Driver, Associate Professor</i>	Zagona, Kurth, & MacFarland (2017) Stein et al. (2018) Regan (2018) Mastropieri, Scruggs & Hauth (2017)	
4/6*	Developing programs 2 <i>Kristen O'Brien, Assistant Professor</i>	Sayeski & Higgins (2014) Juarez & Purper (2018)	<i>Final project checkpoint 2</i>

4/13*	Adequate field experiences, coaching, reflection; doing research in and on teacher preparation <i>Panel: Christan Coogle, Associate Professor Kelley Regan, Professor Sarah Nagro, Assistant Professor</i>	Nagro et al. (2017) Kennedy et al. (2017) Coogle et al. (2020) Regan et al. (2016)	<i>Synthesis 2 Final</i>
4/20	Identifying objectives; developing syllabi; assessment <i>Holly Glaser, Adjunct Instructor</i>	Scheeler, Budin & Markelz (2016). Mamlin (2012) www.tandfonline.com/doi/full/10.3109/0142159X.2013.828153	<i>Final project checkpoint 3</i>
4/27	Delivery methods; Class sessions		
5/4	Project presentations		<i>Final projects due</i>

*Weekly reflection due

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Grading Rubric for Weekly Reflections

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Weekly reflections	<ul style="list-style-type: none"> • Questions are superficial OR show lack of thorough reading • Questions are mainly concrete • Questions do not include topics 	<ul style="list-style-type: none"> • Questions indicate thorough reading of articles • Questions address both application and theory/concept • Reflection integrates small and large group 	<ul style="list-style-type: none"> • Questions indicate thorough reading of articles • Questions address both application and theory/concept • Reflection integrates small and large

	across all readings <ul style="list-style-type: none"> • Reflection does not include references to readings • Reflection only states what was discussed, not implications 	discussion and includes implications <ul style="list-style-type: none"> • Reflection includes specific references to readings 	group discussion and includes implications <ul style="list-style-type: none"> • Reflection includes specific references to readings • Reflection integrates ideas from previous sessions or broader teacher preparation issues
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Grading Rubric for Synthesis Papers

Component	Score		Notes
Focus of paper is clear	1	2	
Compares/contrasts author perspectives accurately and thoroughly	1	2	
Synthesis includes clear thought with supporting evidence	1	2	
Uses clear, consistent language that is grammatically correct	.5	1	
Headings used and correct for APA	.5	1	
Text of paper uses APA style accurately	.5	1	
References accurately reported in APA style	.5	1	
TOTAL	/10		

Required Reading List

- Bartell, T., Floden, R., & Richmond, G. (2018). What data and measures should inform teacher preparation? Reclaiming accountability. *Journal of Teacher Education, 69*, 426-428.
- Bastian, K. C., Patterson, K. M., & Pan, Y. (2018). Evaluating teacher preparation programs with teacher evaluation ratings: Implications for program accountability and improvement. *Journal of Teacher Education, 69*, 429-447.
- Bastian, K. C., Sun, M., & Lynn, H. (2021). What do surveys of program completers tell us about teacher preparation quality? *Journal of Teacher Education, 72*(1), 11-26.
- Billingsley, B., & Bettini, E. (2017). Improving special education teacher quality and effectiveness. In J.M. Kauffman, D. P. Hallahan & P.C. Pullen, (Eds). *Handbook of Special Education* (2nd ed., pp. 501-520). Taylor-Francis: New York, NY.
- Billingsley, B., Bettini, E., Mathews, H. M., & McLeskey, J. (2020). Improving working conditions to support special educators' effectiveness: A call for leadership. *Teacher Education and Special Education, 43*(1), 7-27.
- Bishop, A. G., Brownell, M. T., Klingner, J. K., Leko, M. M., & Galman, S. A. C. (2010). Differences in beginning special education teachers: The influence of personal attributes, preparation, and school environment on classroom reading practices. *Learning Disability Quarterly, 33*, 75-92.
- Boveda, M., & Aronson, B. A. (2019). Special education preservice teachers, intersectional diversity, and the privileging of emerging professional identities. *Remedial and Special Education, 40*(4), 248-260.

- Brownell, M. T., Jones, N. D., Sohn, H., & Stark, K. (2020). Improving teaching quality for students with disabilities: Establishing a warrant for teacher education practice. *Teacher Education and Special Education, 43*(1), 28-44.
- Cavanna, J. M., Elreda, L. M., Youngs, P., & Pippin, J. (2021). How methods instructors and program administrators promote teacher education program coherence. *Journal of Teacher Education, 72*(1), 27-41.
- Coogle, C. G., Ottley, J. R., Storie, S., Rahn, N. L., & Kurowski-Burt. (2020). Performance-based feedback to enhance preservice teachers' practice and preschool children's expressive communication. *Journal of Teacher Education, 71*(2), 188-202.
- Dai, C., Sindelar, P. T., Denslow, D., Dewey, J., & Rosenberg, M. S. (2007). Economic analysis and the design of alternative-route teacher education programs. *Journal of Teacher Education, 58*(5), 422-439.
- Dicke, T., Marsh, H. W., Parker, P. D., Guo, J., Riley, P., & Waldeyer, J. (2020). Job satisfaction of teachers and their principals in relation to climate and student achievement. *Journal of Educational Psychology, 112*(5), 1061-1073.
- Dunst, C. J., Hamby, D. W., Howse, R. B., Wilkie, H., Annas, K. (2020). Research synthesis of meta-analyses of preservice teacher preparation practices in higher education. *Higher Education Studies, 10*(1), 29-47.
- Floden, R. E., Andrews, D. J. C., Jones, N. D., Marciano, J., & Richmond, G. (2021). Toward new visions of teacher education: Addressing the challenges of program coherence. *Journal of Teacher Education, 72*(1), 7-10.

- Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education, 108*, 1-29.
- Juarez, S. W., & Purper, C. (2018). Toward a model of learning and transfer: A review of instructional methods and learning outcomes in special education teacher preparation. *Teacher Education and Special Education, 41*, 292-307.
- Kennedy, M. J., Hirsch, S. E., Rodgers, W. J., Bruce, A., & Lloyd, J. W. (2017). Supporting high school teachers' implementation of evidence-based classroom management practices. *Teaching and Teacher Education, 63*, 47-57.
- Kozleski, E. B., & Proffitt, W. A. (2020). A journey towards equity and diversity in the educator workforce. *Teacher Education and Special Education, 43*(1), 63-84.
- Mamlin, N. (2012). *Preparing effective special education teachers* (pp. 25-38). New York: Guildford Press.
- Mathews, H. M., Rodgers, W. J., & Youngs, P. (2017). Sense-making for beginning special educators: A systematic mixed studies review. *Teaching and Teacher Education, 67*, 23-36.
- Mason-Williams, L., Bettini, E., Peyton, D., Harvey, A., Rosenberg, M., & Sindelar, P. T. (2020). Rethinking shortages in special education: Making good on the promise of an equal opportunity for students with disabilities. *Teacher Education and Special Education, 43*(1), 45-62.
- Mastropieri, M. A., Scruggs, T. E., & Hauth, C. (2017). Special education teacher preparation. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of Special Education* (2nd ed.) (pp. 40-51). New York: Routledge.

- Mayer, R. E. (November, 2008). Applying the science of learning: Evidence-based principles for the design of multimedia instruction. *American Psychologist*, 760-769.
- Medina, R. A. (2020). Designing, facilitating, and supporting for the critical engagement of self-reflection, critical dialogue, and justice-oriented teaching. *Teacher Education Quarterly*, Winter 2020, 117-122.
- Munson, J., Baldinger, E. E., & Larison, S. (2021). What if...? Exploring thought experiments and non-rehearsing teachers' development of adaptive expertise in rehearsal debriefs. *Teaching and Teacher Education*, 97 (Online First).
- Nagro, S. A., deBettencourt, L. U., Rosenberg, M. S, Carran, D. T., & Weiss, M. P. (2017). The effects of guided video analysis on teacher candidates' reflective ability and instructional skills. *Teacher Education and Special Education*, 40, 7-25.
- O'Brien, K. M., Brunstin, N. C., Bettini, E., Cumming, M. M., Rangunathan, M., & Sutton, R. (2019). Special educators' working conditions in self-contained settings for students with emotional or behavioral disorders: A descriptive analysis. *Exceptional Children*, 86(1), 40-57.
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