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

Spring 2015
EDSE 845 001: Personnel Preparation Programs in Special Education
CRN: 15141, 3 - Credits

Instructor: Dr. Kelley Regan	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone: (703) 993-9858	**Meeting Day(s):** Wednesday
E-Mail: kregan@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: set up a meeting as needed	**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
Mamlin, N. (2012). *Preparing effective special education teachers*. New York: The Guilford Press.

Assigned research articles available electronically via GMU Library

Required Readings
(Additional readings to those listed 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.
Bambrick-Santoyo, P. (2012). Beyond the scoreboard. *Educational Leadership,* 70(3), 27-30.
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.
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.
Jones, M. L. (2009). A study of novice special educators' views of evidence-based practices. *Teacher Education and Special Education, 32*(2), 101-120.
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.
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.
Regan, K., Berkeley, S., & Ray, S. (2013). Beyond teach and hope: Moving from data to action. *Teacher Education Quarterly, 40*(3), 123-141.

Rock, M., Gregg, M., Gable, R., Zigmond, N., Blanks, B., Howard, P., & Bullock, L. (2012). Time after time online: An extended study of virtual coaching during distant clinical practice. *Journal of Technology and Teacher Education, 20*(3), 277-304.

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.

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.

Weiss, M. P., Pellegrino, A., Regan, K., & Mann, L. (2014). Beyond the blind date: Collaborative course development and co-teaching by teacher educators. *Teacher Education and Special Education.* Advance online publication. doi: 10.1177/0888406414548599

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. In addition, you will need to login to Blackboard to upload assignments and to access the exam for the course.

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): NEW preparation standards (approved 2012)
- Teacher Education and Special Education – ISSUE: February 2010, Vol. 33 Issue 1
- Teacher Evaluation – November 2012 issue of Educational Leadership "Teacher Evaluation: What's Fair? What's Effective?"
- Center on Great Teachers and Leaders (Formerly the National Comprehensive Center for Teacher Quality, NCTQ) www.gtlcenter.org; *Innovation Configurations* to Evaluate Course

Syllabi
- (November 2010) NCATE Blue Ribbon Report: Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers
- Council for the Accreditation of Educator Preparation www.caepnet.org

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/.

GMU POLICIES AND RESOURES 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 13% 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.

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.

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 at mid-term. The exam will follow readings and multiple class discussions regarding current trends/topics/evidence-based practices in teacher preparation programs in the United States (e.g.,, restructuring curriculum to embed evidence-based practices, supply and demand of teachers, accountability measures to determine quality teacher preparation, quality of clinical practices, etc.). A rubric will be provided in class. The exam will consist of the following:

        (a)   Present an overview of the trend/practice as it exists in teacher preparation programs

(Include at least 2 peer-reviewed journal references to support this trend. Include a reference of at least one educational organization that has shared an opinion/report on the topic). (5 points)

(b)   Present a targeted problem within this topic or trend of teacher preparation programs. Be specific so that letter 'c' is more manageable. Explain why this 'problem' is especially important to address for the future of teacher preparation programs, k-12 students, students with disabilities, and/or other. Be clear as to what the problem is and what part of the problem or its entirety you plan to present a viable solution for. (5 points)

(c) This section is simply an "idea" or an "approach" or a "model" that you consider to be a viable solution to the described problem in #2. You need to support parts or all of your solution with research (at least 2 citations of peer-reviewed journal articles/chapters can be used). When developing your solution, consider the variables that the approach would work for and situations in which it may not in teacher preparation programs (i.e., challenges). Also, consider the funding needs of this "idea" or "approach" or "model". Consider what needs to happen in the process of this solution. You could present this in a step-by-step manner with details within each step. Be clear as to why this is a viable approach. Also be clear as to what you or one or a teacher preparation program would need – the resources- to make this solution viable. (10 points)

"Pecha Kucha" Presentation (12 points)
In mid-semester (week 9), students will conduct a presentation using relevant audio-visual materials. Students will present in a unique format known as Pecha Kucha. Please see the appendix section of this syllabus for more information about this format. 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. 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 be used 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

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 the future.

Project Presentations (15 points)

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

Applied Project Rubrics

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Option 1: Individual Research Review	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.	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.	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.
Paper Option 2: Research Application Project	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.	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.	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.

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 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)

*Read Chapter 1 and Chapter 7 in Mamlin's text PRIOR to week 1 class session.

Week	Topic
Week 1 Jan 21	Historical Perspective of SPED teacher preparation; Current Issues Impacting Teacher Preparation Programs Read for next week: • Brownell et al. (2010) • Sindelar, Brownell, & Billingsley (2010) • Mamlin text, Chapter 2 (Who are the Candidates?)
Week 2 Jan 28	A Changing Landscape of Teacher Preparation for Special Education Read for next week: • Smith, Robb, Mortorff, West, & Tyler (2010) • Mamlin Text, Chapter 5 (Special Education Knowledge Base) • Bambrick-Santoyo (2012)
Week 3 Feb 4	Teacher Evaluation: What's Fair, What's Effective? and Coaching Read for next week: • Mamlin Text, Chapter 4 (The "Job" of a Special Education Teacher) • Kretlow & Bartholomew (2010) • http://www.inearcoaching.com

Week 4 Feb 11	Teacher Preparation Models in Special Education (Scope and Sequence, Licensure, University Partnerships, pre-service/in-service) (2 guest speakers) Read for next week: - Mamlin Text, Chapter 3 (Field Experiences: A "Must Have") - Rock, Gregg, Gable, Zigmond, Blanks, Howard, & Bullock (2012)
Week 5 Feb 18	Clinical Field Experiences in Teacher Preparation Read for next week: - Mamlin Text, Chapter 6 (Assessment: Have we met our goals?) (November 2010) NCATE Blue Ribbon Report: Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers
Week 6 Feb 25	Evaluating and Upgrading Quality of Teacher Preparation (Evidence-Based Practices, Policy, Funding) Read for next week: - Jones (2009) - Bain, A., Lancaster, J., Zundans, L., & Parkes, R. J. (2009) - Kleinhammer-Tramill, Tramill, & Brace (2010) *Mid-term/Review Exam is given in class
Week 7 March 4th	The Role of Evidence-Based Practices in Teacher Preparation (325T personnel grants)
Week 8 March 18	Delivery Models: The Role of Technology for the Instructor / Syllabi Development Face-to-face, synchronous, asynchronous, hybrid, distance education, technological advances **Mid-term/Review Exam is Due by start of class**
Week 9 March 25	Delivery Models: The Role of Technology (guest presenter) **PechaKucha** presentations today Read for next week: - Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2010) - Weiss, M. P., Pellegrino, A., Regan, K., & Mann, L. (2014) - Regan, K., Berkeley, S., & Ray, S. (2013)
Week 10 April 1	Examples of Research in Teacher Preparation (Co-teaching in higher ed; student performance) guest presenters

Week 11 April 15	Filler – or Meet with Instructor 1:1at a designated time to discuss project
Week 12 April 22	Teaching in Higher Education (guest presenters) • Planning Scope and Sequence, Pacing, Syllabi, Readings, Engaging learners, delivery modalities
Week 13 April 29	Final **Project Presentations** of **Applied Project**

Appendix

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 formati 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 and 2014 included proposals for *PechaKucha sessions.* Your presentation for this course could be something you propose for the 2015 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
Accreditation of Teacher Preparation programs
Critique of teacher preparation programs

Co-teaching in higher education
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