



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

Spring 2017

EDSE 845 001: Personnel Preparation Programs in Special Education

CRN: 18087, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 01/23/17 – 05/17/17
Phone: 703-993-9858	Meeting Day(s): Wednesday
E-Mail: kregan@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: arrange meeting as needed	Meeting Location: Fairfax, Finley 119
Office Location: Finley Room 201 B	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.

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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Learning activities include the following:

1. Class lecture, discussion, and participation
2. Application activities, including in class and out of class evaluation and analysis of teacher preparation research
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

Learner Outcomes

Upon completion of this course, teacher candidates/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.

Course Relationship to Program Goals and Professional Organizations

Course Relationship 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.

Required Textbooks

Mamlin, N. (2012). *Preparing effective special education teachers*. New York: The Guilford Press.

Assigned research articles available electronically via GMU Library

Recommended Textbooks

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

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.

- Blanton, L. P., Boveda, M., Munoz, L. R., & Pugach, M. C. (2017). The affordances and constraints of special education initial teacher licensure policy for teacher preparation. *Teacher Education and Special Education, 40*(1), 77-91. DOI: 10.1177/0888406416665449
- 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.
- Driver, M. K., Pullen, P. C., Kennedy, M. J., Williams, M. C., & Ely, E. (2014). Using instructional technology to improve preservice teachers' knowledge of phonological awareness. *Teacher Education and Special Education, 37*(4), 309-329. DOI: 10.1177/0888406414537902
- 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.
- Little, M. E., Sobel, D., McCray, E. D., & Wang, J. (2015). Redesigning personnel preparation: Lessons learned and considerations for program enhancement. *Teacher Education and Special Education, 38*(4), 306-322. DOI: 10.1177/0888406415581499
- 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.
- Rock, M. L., Spooner, F., Nagro, S., Vasquez, E., Dunn, C., Leko, M., Luckner, J., Bausch, M., Donehower, C., & Jones, J. L. (2016). 21st century change drivers: Considerations for constructing transformative models of special education teacher development. *Teacher Education and Special Education, 39*(2), 98-120. DOI: 10.1177/0888406416640634
- 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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 845, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)

N/A

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

N/A

Other Assignments

Class Participation (15 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, 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 (10 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.

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 appropriate and of high quality. 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. This list of data sources helps to determine the appropriate data analyses procedures.

Results: Describe all of the testing results. You can present individual or group scores.

Discussion: Provide a discussion of your findings following a brief summary account of the findings (the first 2-3 sentences). 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.

Course Policies and Expectations

Attendance/Participation

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.

Grading Scale

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. 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 or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

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

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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

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

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 25	<p>Historical Perspective of SPED teacher preparation; Current Issues Impacting Teacher Preparation Programs</p> <p>Read for next week:</p> <ul style="list-style-type: none"> • Brownell et al. (2010) • Mamlin text, Chapter 2 (Who are the Candidates?) • Rock, Spooner, Nagro, Vasquez, Dunn, Leko, Luckner, Bausch, Donehower, & Jones (2016)
Week 2 Feb 1	<p>A Changing Landscape of Teacher Preparation for Special Education</p> <p>Read for next week:</p> <ul style="list-style-type: none"> • Smith, Robb, Mortorff, West, & Tyler (2010) • Mamlin Text, Chapter 5 (Special Education Knowledge Base) • Blanton, Boveda, Munoz, & Pugach (2017)
Week 3 Feb 8	<p>Teacher Preparation Models in Special Education (Scope and Sequence, Licensure, University Partnerships, pre-service/in-service)</p> <p><u>Guest Speaker: Dr. Pam Baker</u></p> <p>Read for next week:</p> <ul style="list-style-type: none"> • Mamlin Text, Chapter 3 (Field Experiences: A "Must Have") • Rock, Gregg, Gable, Zigmund, Blanks, Howard, & Bullock (2012)
Week 4 Feb 15	<p>Teacher Evaluation: What's Fair, What's Effective? and Coaching</p> <p><u>Guest Speaker: Dr. Margaret Weiss</u></p> <p>Read for next week:</p> <ul style="list-style-type: none"> • Mamlin Text, Chapter 4 (The "Job" of a Special Education Teacher) • Kretlow & Bartholomew (2010) • (November 2010) NCATE Blue Ribbon Report: Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers

Week	Topic
Week 5 Feb 22	Clinical Field Experiences in Teacher Preparation Read for next week: <ul style="list-style-type: none"> • Mamlin Text, Chapter 6 (Assessment: Have we met our goals?) • Bain, A., Lancaster, J., Zundans, L., & Parkes, R. J. (2009) <p>*Mid-term/Review Exam is given in class</p>
Week 6 March 1	Evaluating and Upgrading Quality of Teacher Preparation (Evidence-Based Practices, Policy, Funding) Read for next week: <ul style="list-style-type: none"> • Driver, Pullen, Kennedy, Williams, & Ely (2014) • Kleinhammer-Tramill, Tramill, & Brace (2010)
Week 7 March 8	Delivery Models: The Role of Technology for the Instructor / Syllabi Development <ul style="list-style-type: none"> • Face-to-face, synchronous, asynchronous, hybrid, distance education, technological advances • Guest Speaker – Dr. Anya Evmenova <p style="text-align: center;">Mid-term/Review Exam is Due by start of class</p> Read for Next Week: <ul style="list-style-type: none"> • Regan (in press) chapter to be distributed in class • Little, Sobel, McCray, & Wang (2015)
SPRING BREAK	
Week 8 March 15	The Role of Evidence-Based Practices in Teacher Preparation (325T personnel grants)
Week 9 March 22	PechaKucha presentations today Read for next week: <ul style="list-style-type: none"> • Sindelar, Brownell, & Billingsley (2010) • Weiss, M. P., Pellegrino, A., Regan, K., & Mann, L. (2014) • Regan, K., Berkeley, S., & Ray, S. (2013)

Week	Topic
Week 10 March 29	Examples of Research in Teacher Preparation (Co-teaching in higher ed; student performance; TeachLivE)
Week 11 April 5	Meet (face-to-face or virtually) with Instructor 1:1 at a designated time to discuss project
Week 12 April 12	Teaching in Higher Education (guest presenters) <ul style="list-style-type: none"> • Planning Scope and Sequence, Pacing, Syllabi, Readings, Engaging learners
Week 13 April 19	Resource Presentations to Improve Teacher Preparation and performance of SWDs: Cedar Center https://cedar.education.ufl.edu The IRIS Center http://iris.peabody.vanderbilt.edu National Center for Informing Policy and Practice in Special Education Professional Development (NCIPP) http://ncipp.education.ufl.edu Center for Personnel Studies in Special Education (PIC) http://copsse.education.ufl.edu Council for the Accreditation of Educator Preparation (CAEP) http://caepnet.org
Week 14 April 26 th	Filler – as needed
Week 15 May 3	Final Project Presentations of Applied Project

Assessment Rubric(s)
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.</p> <p>Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness.</p> <p>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>

<p><i>Paper Option 2: Research Application Project</i></p>	<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>
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Assignment Weighting and Scale

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

- Classroom Participation 15 (1 point for each class session)
- Midterm Review/Exam 20
- Pecha Kucha Presentation 10
- Applied Project..... 40
- Project Presentation..... 15

TOTAL POINTS 100

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 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 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	Co-teaching in higher education
Curriculum Improvement	Cohort models
Professional Development Schools	Innovation Configurations
School/University Partnerships	Quality of Teacher Preparation programs
Innovation Configurations	Delivery models of teacher preparation
State/National Licensure Standards	What special educators should know
Common Core standards	Policies
Teacher Evaluation	Technical Assistance Centers
Technology	http://aacte.org/ American Association of
Clinical Practice (e.g., 'bug in ear')	colleges for Teacher Education
Merged/Integrated Teacher Preparation programs	(explore this site!)
Certification	Improving student performance in IHEs
Alternative Teacher Preparation Programs	
Teach for America	
Evidence-Based Practices	
Teacher Quality	
Cultural Diversity	
Accreditation of Teacher Preparation programs	
Critique of teacher preparation programs	