**Purpose:** This project will review and redesign the teacher preparation program at the University of Oregon so that it reflects the converging research findings on effective practices for organizing schools and delivering special education and related services.

**Method:** A Design Team of selected stakeholders will review the existing program and discuss information about evidence-based practices as well as the results of focus groups and a stakeholder survey. They will identify gaps in knowledge and skills expected of preservice teachers and the types of infrastructure enhancements needed to improve the delivery of services and the induction support for graduates. Areas identified for change include: (a) embedding into all methods courses and field work the use of a problem-solving model supported by tools for instructional decision making at the individual and system levels; (b) scaffolding across coursework and field work the skills and strategies needed to effectively share responsibility for students' instruction with general education teachers; (c) integrating into coursework and field work the skills and strategies for supporting the educational needs of culturally and linguistically diverse students; (d) developing an effective and efficient system for induction and mentoring to support recent graduates; and (e) ensuring that preservice teachers achieve the skills and knowledge necessary to meet the new state and federal requirements for highly qualified special educators.

**Products:**