Purpose: The goal of this project is to restructure an approved preservice special education teacher preparation program in mild/moderate disabilities so that it results in highly qualified teachers (HQT) and has a sufficient graduation rate to help reduce the teacher shortage.

Method: Specifically, this project will: (a) plan and implement a restructured mild/moderate disabilities intern teacher preparation program; (b) plan and implement a dual or blended mild/moderate disabilities teacher credential with elementary and secondary education; (c) plan and implement an integrated special education teacher preparation curriculum with explicit, common elements across courses and practicum that align with key elements in teacher performance assessment; and (d) implement project support, monitor progress, and assess yearly outcomes across the project's three restructured components: intern preparation, dual preparation, and integrated curriculum. The project will involve a high level of special education planning and collaboration with general education and with school sites. The restructuring will produce a dual or blended credential, cross-department courses, intensive and targeted instruction for interns, field-based instruction, mentoring and induction, and increased laboratory and field-based practicum. The project will allow candidates to enter the mild/moderate credential program with different prior preparation, will increase individualized planning, and will provide ongoing student support.