Abstract 9/18/2013

Grant/Contract # H325T070013
Program Name Personnel Development to Improve Services and Results for Children with Disabilities
Competition Special Education Preservice Training Improvement Grants
Title A Comprehensive Program Review and Revision to Better Prepare Highly Qualified, Dually Certified General and Special Education Teachers for K-12 Youth With High-Incidence Disabilities
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Begin Date 8/1/2007
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End Date 7/31/2012
TTY
Extension Date 7/31/2014

Key Personnel
Thorius, Kathleen King 20%
Dare, Mary Jo 15%

Key Personnel
Time on Proj
Thorius, Kathleen King 20%
Dare, Mary Jo 15%

Fiscal Info
Year Requested Actual
2007 $99,742 $99,742
2008 $94,673 $94,673
2009 $97,205 $97,205
2010 $99,740 $99,740
2011 $99,575 $99,575

Note:

Purpose: This project will revamp and improve the dual-license program in the School of Education at Indiana University - Purdue University, Indianapolis in order to address Indiana's need for highly qualified teachers of school-age (K-12) children with disabilities.

Method: Key collaborators include the Indiana State Department of Education, the Indianapolis Public Schools, and surrounding township school districts. The project will: (a) recruit students for application to the program, including students from underrepresented groups; (b) develop stronger student cohorts and mentoring components in order to better support students; (c) update the curriculum to better integrate the most current evidence-based special education practices, ensure teachers are highly qualified, better prepared special education teachers to collaborate/co-teach with their general education colleagues, and better prepare teachers to work effectively with students from diverse cultural and linguistic backgrounds; (d) strengthen students' knowledge and skills to use a variety of effective instructional approaches and inquiry-based methods in content areas; (e) strengthen field experiences and student teaching components in urban high schools; (f) support first-year teachers through collaboration with public school mentors; (g) strengthen student assessment and program evaluation components and graduate follow-up data; and (h) develop a system for ongoing program input and evaluation from key stakeholders, including people with disabilities and family members, national experts, and respected school-based practitioners. This program will prepare preservice teachers with dual licensure in general education and special education (high-
incidence disabilities) at both the elementary and secondary levels, reducing the reliance on noncertified personnel and ensuring that educators are highly qualified. This will improve outcomes of K-12 students with high-incidence disabilities.

Products: