Purpose: This project will redesign the undergraduate and graduate special education initial training programs at Georgia College and State University (GCSU) in order to address the High Quality Teacher needs of rural middle Georgia and the needs of students with learning disabilities, emotional disorders, and intellectual disabilities.

Method: The project plans to integrate academic content components and evidence-based practices in its programs. Activities to reach these goals include: (a) developing partnerships with GCSU's College of Arts and Sciences Departments of Math and English, and the School of Education Department of Early Childhood and Middle Grades in order to develop content courses in language arts/reading and math to prepare trainees to meet highly qualified teacher requirements and to support academic achievement of students with disabilities; (b) working with the IRIS Center, revising and implementing special education coursework that focuses on training in, and application of, evidence-based practices through field experiences; (c) in collaboration with the National Center to Inform Policy and Practice in Special Education, enhancing field experiences by developing procedures to target trainee ability to self-evaluate and set goals to improve teaching practice; (d) integrating competency requirements across coursework.
and fieldwork that ensure trainee proficiency in working with students and families of cultural, linguistic, and socio-economic diversity; and (e) designing and implementing a model for induction training that creates learning opportunities in Baldwin County Schools and Putnam County Schools to support teacher retention and teacher use of evidence-based practices.

Products: