Grant/Contract #  | H325T090018  
Program Name  | Personnel Development to Improve Services and Results for Children with Disabilities  
Competition  | Special Education Preservice Program Improvement Grants  
Title  | Middle-Upper Secondary Special Education (MUSE) Program  
Project Director(s)  | Romero, Olga  
| Marshall, Nesta  
| Grover, Kenneth  
| Newman, Diane  
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Organization  
Bank Street College of Education  
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Project Officer  | Sarah Allen  
Begin Date  | 7/1/2009  
End Date  | 6/30/2014  
Extension Date  

Key Personnel  
Romero, Olga  | 5%  
Grover, Kenneth  | 5%  
Otoya-Knapp, Karina  | 5%  
Marshall, Nesta  | 30%  
Newman, Diane  | 35%  

Fiscal Info  
Year  | Requested  | Actual  
2009  | $122,728  | $122,728  
2010  | $92,040  | $92,040  
2011  | $92,593  | $92,593  
2012  | $94,899  | $94,899  
2013  | $97,582  | $97,582  

Note: This project will revise and restructure the teacher preparation program, expanding from an existing Grade 5-9 program to a 7-12 special education teacher preparation program. The aim is to benefit public school Empowerment Zone inclusion programs in high-need New York City schools, including those that have not made Adequate Yearly Progress (AYP). Additionally, middle and high school students with high-incidence disabilities from diverse cultural, ethnic, racial, linguistic and socioeconomic backgrounds in New York City public schools will benefit from highly qualified, effective special education teachers who meet the stringent guidelines of the No Child Left Behind Act (2001) and the re-authorized Individuals with Disabilities Education Act (2004).

Purpose: Work for this project includes: (a) creating a collaborative Design Team of faculty and administrators for the redesign and expansion of the programs attuned to the specific systems, structures, and curricula of urban schools; (b) expanding and improving the existing special education certification program based on evidence-based pedagogical strategies for students with high-incidence disabilities in highly diverse urban schools; (c) ongoing collaboration of faculty with public school teachers and administrators in the design and supervision of clinical teaching experiences for preservice special education teacher candidates in collaborative team-teaching, consultant teacher, and other service delivery models; and (d) an extended mentoring process for graduates of the program aligned with certification by the National Board of Professional Teaching standards.
Products: