Purpose: This project will redesign the current K-12 special education programs at Chestnut Hill College into two separate dual-certification programs, both emphasizing culturally responsive pedagogy: one in elementary/middle with Special Education P-8 and the other in secondary education with 7-12 special education programs. The aim is to ensure that new graduates meet the highly qualified teacher (HQT) requirements in the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act.

Method: The program will reconfigure all elementary/middle and secondary general education programs to include additional courses and practicum experiences to meet the needs of students with high-incidence disabilities as well as students who are culturally and linguistically diverse. Specific work includes: (a) advancing knowledge, skills, and dispositions in culturally responsive practices at the college level through systematic dialog about practice, with engaged attention to culturally responsive practices by education faculty in the planning, designing, implementing, and evaluation of the new curriculum; (b) preparing all general education teachers to better meet the needs of students with disabilities; (c) providing special education teachers with evidence-based knowledge, aligned with content standards, and culturally responsive practices to comprehensively support elementary and secondary education students with high-incidence disabilities to meet AYP goals; and (d) expanding partnerships and including a collaboratively designed induction and mentoring program.
Products: