Purpose: The goal of this project is to transform the existing Childhood Education and Inclusive Special Education teacher preparation programs at the State University of New York College at Cortland, providing dual certification options for graduates to teach students with high incidence disabilities (learning disabilities, emotional disturbance and mental retardation) in high-needs schools.

Method: Activities of this project include: (a) integrating both content and evidence-based teaching practices related to students with disabilities into courses and fieldwork; (b) piloting all new coursework through an innovative co-planning and co-teaching model; (c) collaborating with three regional partner school districts (Cortland Enlarged City School District, Syracuse City School District, and Groton Central School District) in order to ensure the redesign efforts meet the needs of real-world schools; (d) redesigning solo practicum and student teaching as paired field experiences to facilitate collaborative teaching skills; (e) providing professional development for practicing teachers to promote leadership and identify mentors; and (f) disseminating the findings about this model to inform other teacher preparation programs of this effort and its results.