Purpose: The goal of this project is to redesign and improve, with evaluation, a model teacher preparation program situated in an urban, economically challenged area of New York State's Greater Capital District. The new program will produce seven five-year programs of study leading to a BA/MSED degrees in Adolescence Education/Special Education. The aim is that the improved special education curricula and supervised field experience will provide highly qualified special education teacher candidates with the knowledge and skills to improve outcomes of students with high incidence disabilities within urban settings not meeting yearly progress under ESEA.

Method: Activities of this project include: (a) redesigning the program with integrated coursework, supervised practicum experiences, and mentoring and induction opportunities; (b) ensuring that special education teachers have a necessary background to teach in core academic subject areas at the secondary level; (c) integrating evidence-based practices, universal design and educational/assistive technologies to assist students with high incidence disabilities in meeting their greatest potential, especially those students who are the highest risk for school failure; and (d) collecting data and conducting analysis of that data to evaluate project goals to document outcomes for special education teachers who complete the program.

Products: