

Grant/Contract #	H325T070009
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants Arizona's Urban Professional Learning Schools Initiative: The Power of Transformative Education
Project Director(s)	Kozleski, Elizabeth
Email	elizabeth.kozleski@asu.edu
Web	

Organization	Arizona State University	Phone	480-965-0391	Project Officer	Corinne Weidenthal
	Office for Research & Sponsored Projects Administration	Fax		Begin Date	8/1/2007
	P.O. Box 873503	TTY		End Date	7/31/2012
	Tempe AZ 85287-3503			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Kozleski, Elizabeth	20%					2007	\$99,504	\$199,332
						2008	\$99,828	\$0
						2009	\$99,806	\$99,806
						2010	\$99,815	\$99,815
						2011	\$99,856	\$99,856

*Note:*

*Purpose:* This project will redesign Arizona State University's graduate program in Special Education to better prepare and retain graduates for professional lives serving students in the most needy areas of Arizona and particularly in the sixth largest metropolitan area in the U.S.: Phoenix, AZ. The intellectual capital of professional development schools and professional learning communities will be merged into urban professional learning schools that prepare both special educators and elementary teachers.

*Method:* Community learning work will be applied to the conceptualization, redesign, implementation, and continuous improvement of a new merged program for elementary education teachers and special educators for students with high-incidence disabilities. Specifically, the project will: (a) develop a merged special and elementary education program that will support the development of teacher capacity to engage students in high-poverty, highly diverse schools in high-quality, complex curricula that will lead to distinguished student performance in literacy, language, math, and science; (b) prepare special education teachers to address the specialized needs of children with high-incidence disabilities from diverse cultural and language backgrounds, including limited English proficient children with disabilities; (c) create opportunities for all teacher candidates in the program to engage in sustained fieldwork and teaching opportunities in the professional learning schools that are mediated by skilled mentor teachers to build culturally responsive teaching practices; (d) focus teacher candidates, teacher educators, classroom

teachers, school leaders, and researchers on improving results for students on State Learning Standards, including performance measures that contribute to Annual Yearly Progress; (e) work with IRIS, the proposed National Center on Policy and Practice in Special Education, and the National Institute for Urban School Improvement's Principle Leadership Initiative, NIUSI LeadScape, to ensure that each of the three professional learning schools has the capacity and services it needs to engage in continuous improvement efforts for all students; (f) work to ensure that the Professional Learning Schools Initiative will be maintained once federal funds end; and (g) collect, analyze, and disseminate data on the program and its impact on teacher candidates, teachers, families, and students.

*Products:*