

Grant/Contract #	H325T070013
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants
Project Director(s)	Thorius, Kathleen King
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Organization	Indiana University School of Education, IUPUI	Phone	317-278-0745	Project Officer	Sarah Allen
	902 West New York Street	Fax	317-274-6864	Begin Date	8/1/2007
	Indianapolis IN 46202-5155	TTY		End Date	7/31/2012
				Extension Date	7/31/2014

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Thorius, Kathleen King	20%		Anderson, Jeffrey			2007	\$99,742	\$99,742
			Ballard, Kathy			2008	\$94,673	\$94,673
Dare, Mary Jo	15%					2009	\$97,205	\$97,205
						2010	\$99,740	\$99,740
						2011	\$99,575	\$99,575

Note:

Purpose: This project will revamp and improve the dual-license program in the School of Education at Indiana University - Purdue University, Indianapolis in order to address Indiana's need for highly qualified teachers of school-age (K-12) children with disabilities.

Method: Key collaborators include the Indiana State Department of Education, the Indianapolis Public Schools, and surrounding township school districts. The project will: (a) recruit students for application to the program, including students from underrepresented groups; (b) develop stronger student cohorts and mentoring components in order to better support students; (c) update the curriculum to better integrate the most current evidence-based special education practices, ensure teachers are highly qualified, better prepared special education teachers to collaborate/co-teach with their general education colleagues, and better prepare teachers to work effectively with students from diverse cultural and linguistic backgrounds; (d) strengthen students' knowledge and skills to use a variety of effective instructional approaches and inquiry-based methods in content areas; (e) strengthen field experiences and student teaching components in urban high schools; (f) support first-year teachers through collaboration with public school mentors; (g) strengthen student assessment and program evaluation components and graduate follow-up data; and (h) develop a system for ongoing program input and evaluation from key stakeholders, including people with disabilities and family members, national experts, and respected school-based practitioners. This program will prepare preservice teachers with dual licensure in general education and special education (high-

incidence disabilities) at both the elementary and secondary levels, reducing the reliance on noncertified personnel and ensuring that educators are highly qualified. This will improve outcomes of K-12 students with high-incidence disabilities.

Products: