

Grant/Contract #	H325T070024		
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities		
Competition Title	Special Education Preservice Training Improvement Grants Project CREATE: Collaboration, Reflection, and Excellence - Accountable Teacher Education		
Project Director(s)	Kurtts, Stephanie	Miller, Sam	
Email	sakurtts@uncg.edu		
Web			

Organization	Project Officer	Grace Zamora Duran	
University of North Carolina at Greensboro	Phone	336-256-1080	Begin Date
P.O. #26170	Fax	336-256-0185	End Date
Room 1713 MHRA	TTY		Extension Date
Greensboro NC 27402-6170			7/31/2013

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Kurtts, Stephanie	25%	50%	Miller, Sam	5%	50%	2007	\$94,548	\$94,548
						2008	\$95,753	\$95,753
						2009	\$97,007	\$97,007
						2010	\$98,312	\$98,312
						2011	\$99,667	\$99,667

*Note:*

*Purpose:* The purpose of this project is the continued development, implementation, and improvement (with evaluation) of a model teacher licensure program for high-incidence disabilities. The program is designed, through enhanced and improved teacher education activities, to recruit, retain, and support a pool of highly qualified special education teachers who will receive licensure in special education: general curriculum and general elementary education (K-6).

*Method:* The program addresses the need for highly qualified special education teachers for high-incidence disabilities by incorporating specific content that is supported by evidence-based practices to improve the outcomes for children with high-incidence disabilities. The project will collaborate with parents, other educational professionals, and community-based partners. The project will serve these collaborative partnerships in highly impacted urban and rural schools at the K-12 levels. The project will also address the role of practicing mentor special education teachers as they: (a) work collaboratively with teacher candidates in planning and scheduling instructional and evaluation activities; (b) supervise and direct field-based experiences of teacher candidates; and (c) develop on-the-job coaching procedures that contribute to the improvement of teacher candidate skills.

*Products:*