

Grant/Contract #	H325T070029	
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities	
Competition Title	Special Education Preservice Training Improvement Grants Standing on the Shoulders of Giants: Renewing the UW Special Education Program to Insure High-Quality Special Education Teachers	
Project Director(s)	Hudson, Roxanne	West, Elizabeth
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Organization	University of Washington	Phone	206-616-1945	Project Officer	Corinne Weidenthal
	Office of Sponsored Programs	Fax	206-543-8480	Begin Date	8/1/2007
	1100 NE 45th Street, Suite 300	TTY		End Date	7/31/2012
	Seattle WA 98105			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Hudson, Roxanne	10%	33%	West, Elizabeth	10%	33%	2007	\$100,000	\$200,000
Davis, Carol	5%	33%				2008	\$100,000	\$0
						2009	\$100,000	\$100,000
						2010	\$100,000	\$100,000
						2011	\$100,000	\$100,000

Note:

Purpose: The purpose of this project is to renew and restructure the existing special education program at the University of Washington to better meet the need for highly qualified teachers to serve children with high-incidence disabilities in elementary, suburban, and urban settings.

Method: The project will work extensively with the Washington Office of the Superintendent of Public Instruction, regional Educational Service Districts (ESD), districts, schools, teachers, families, and people with disabilities to identify training needs, plan program revisions, and evaluate program outcomes. Drawing from those same constituencies, the project will establish an advisory board to assist the project on an ongoing basis to achieve its goals. The project will also work with a number of other organizations and agencies, including the National Center to Enhance the Professional Development of School Personnel and the National Center on Policy and Practice in Special Education. The first year of the project will be used to plan a restructured preservice teacher preparation program and revise the curriculum to ensure integration of evidence-based interventions that improve outcomes for children with high-incidence disabilities. The subsequent four years will follow a cycle of implementation of new program elements, systematic evidence-based evaluation of the new elements, change, and additional, ongoing evaluation. The program will involve restructured coursework (using technology-based hybrid courses and electronic course postings); supervised mentored field experiences in a variety of urban and suburban school settings selected to prepare students to work effectively with groups representing diverse cultures, linguistic groups,

and economic conditions; and a mentoring/induction program that will be self-sustaining.

Products: