

Grant/Contract #	H325T070038
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants
Project Director(s)	Welsch, Richard
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Web	

Organization	University of Toledo	Phone	419-530-3811	Project Officer	Sarah Allen
	Judith Herb College of Education	Fax	419-530-7261	Begin Date	8/1/2007
	2801 W. Bancroft Street, MS 954	TTY		End Date	7/31/2012
	Toledo OH 43606-3390			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Welsch, Richard	33%		Hale, Lyn	25%		2007	\$100,000	\$100,000
						2008	\$100,000	\$100,000
						2009	\$100,000	\$100,000
						2010	\$100,000	\$100,000
						2011	\$100,000	\$100,000

Note:

Purpose: This project will prepare high-incidence special education teachers in the Northwest Ohio region by: (a) revising and restructuring current K-12 special education teacher preparation program in mild-moderate disabilities; (b) recruiting and training content area specialists to provide professional development and mentoring; and (c) undertaking formative and summative evaluations of the re-designed components with emphasis on student-teacher performance and pupil learning.

Method: The project has four main components. First, an Advisory Board consisting of parents of children with disabilities and state and local administrators will be involved in monitoring and advising on restructuring, mentoring, and induction. Second, project personnel will: (a) integrate evidence-based interventions aligned with the Ohio Integrated System Model of service delivery and STAR Legacy modules developed by the National Center to Enhance the Professional Development of School Personnel into the coursework; (b) focus on development of collaborative teaming/teaching skills; (c) develop a collaborative online mentoring and induction Web site in partnership with area schools; (d) redesign and extend service learning/field experiences in diverse settings; (e) develop and integrate an evidence-based module/field to prepare teachers to meet the needs of ESL and minority students; and (f) restructure general education core curriculum to include a focus on 30 credit hours of language arts at the undergraduate level. Third, the project will provide training for core content specialists (in math, science, and language arts) in the areas of evidence-based interventions and effective designing of instruction, modification, and accommodations for students with disabilities. These specialists will provide relevant ongoing training via

mentoring, workshops, in-service workshops, and university classes. Fourth, the effectiveness of the revised program on candidates' knowledge of evidence-based practices and skills, their students' learning, and data on graduates' employment will be measured. Finally, products will be shared via an accessible Web site and through presentations at national and regional conferences.

Products: