

Grant/Contract #	H325T070039
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants Preparing Teachers of Students with Mild/Moderate Disabilities for Content-Area Instruction Across Diverse Settings
Project Director(s)	Glomb, Nancy
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Web	

Organization	Utah State University	Phone	435-797-3911	Project Officer	Tina Diamond
	Department of Special Education and Rehabilitation	Fax	435-797-3572	Begin Date	8/1/2007
	2865 Old Main Hill	TTY		End Date	7/31/2012
	Logan UT 84322-2865			Extension Date	7/31/2013

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Glomb, Nancy	15%		Jones, Melanie	50%		2007	\$94,390	\$188,678
Manwaring, Tressa	25%		Jeon, Tae	25%		2008	\$94,288	\$0
						2009	\$94,275	\$94,275
						2010	\$94,331	\$94,331
						2011	\$94,357	\$94,357

Note:

Purpose: The purpose of this project is to restructure the on-campus and distance mild/moderate special education teacher training program at Utah State University to ensure that program graduates have the evidence-based knowledge and skills to teach children and youth (K-12) with mild to moderate (high-incidence) disabilities, including providing instruction in core content areas. Specific goals include: (a) restructuring the mild/moderate curricula to create an integrated, hybrid, learning program emphasizing evidence-based practices, core content instruction, culturally responsive teaching, and comprehensive mentoring and support services; (b) evaluating the restructured program's efficacy; and (c) disseminating information to other personnel preparation programs in the U.S.

Method: University faculty, Utah school district personnel, the Utah State Office of Education, and the National Center to Enhance the Professional Development of School Personnel will collaborate to modify existing on-campus and distance-learning curricula to develop and evaluate a flexible course delivery system with modular online units using Web-based and face-to-face instruction (hybrid courses). The program will focus on evidence-based practices to teach students with high-incidence disabilities across diverse settings and situations. Major emphasis will be placed on increasing opportunities for program participants to: (a) interact with students, families, and school personnel from diverse geographic, ethnic, cultural, and linguistic backgrounds; (b) engage in field-based experiences in core content area classes; and

(c) participate in mentoring activities that will enhance program success and lead to employment in areas of critical need within the state.

Products: