

Grant/Contract #	H325T080033
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants
Project Director(s)	Kea, Cathy
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Web	

Organization	North Carolina Agricultural & Technical State University	Phone	336-256-2078	Project Officer	Grace Zamora Duran
	1601 E. Market Street	Fax	336-334-7086	Begin Date	10/1/2008
	Greensboro NC 27411	TTY		End Date	9/30/2013
				Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Kea, Cathy	25%					2008	\$100,000	\$100,000
						2009	\$100,000	\$100,000
						2010	\$100,000	\$100,000
						2011	\$100,000	\$100,000
						2012	\$100,000	\$100,000

*Note:*

*Purpose:* This project will prepare highly qualified personnel who can provide quality instruction using evidence-based best practices, curriculum, and pedagogy responsive to the needs of students with high-incidence disabilities in urban, K-12 school settings. Specifically, the redesigned integrated/unified elementary and special education program will improve the quality of K-12 special education teachers to ensure that program graduates are able to meet highly qualified teacher requirements under IDEA and are well prepared to serve students with high-incidence disabilities. Teacher candidates will earn the B.S. degree in Elementary Education and acquire licensure in Special Education General Curriculum (K-12) and Elementary Education (K-6).

*Method:* Project FIRE's strategies include the following: (a) increase collaborative efforts between elementary and special education faculty members through regularly scheduled educational collaboration team meetings to align and revise curriculum, course syllabi, and field experience competencies, as well as integrate evidence-based interventions and develop induction and mentoring program components; (b) increase field-based opportunities for preservice candidates in schools and settings with wide student and teacher diversity and high poverty; (c) engage in mutually beneficial partnerships between North Carolina Agricultural & Technical State University and area local education agencies (i.e., professional development schools) where diverse students are served to promote continuous improvement in the elementary and special education teacher preparation program and in service delivery to high-need students with disabilities in urban classrooms; (d) design support systems using tutors, mentors, professional development workshops on innovative practices, and induction programs to enhance retention in the

program and success upon completion; and (e) disseminate evidence-based practices, valid field experience competencies, faculty collaboration models, and effective support systems.

*Products:*