

Grant/Contract #	H325T080034
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants Training Highly Qualified Effective Practitioners: Project THEP
Project Director(s)	Snyder, Scott
Email	ssnyder@uab.edu
Web	

Organization	University of Alabama at Birmingham	Phone	205-934-8475	Project Officer	Corinne Weidenthal
	1530 3rd Avenue South	Fax	205-975-7581	Begin Date	10/1/2008
	AB 1170	TTY		End Date	9/30/2013
	Birmingham AL 35294-0111			Extension Date	9/30/2014

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Snyder, Scott	8%					2008	\$100,000	\$100,000
						2009	\$100,000	\$100,000
						2010	\$99,998	\$99,998
						2011	\$99,999	\$99,999
						2012	\$100,000	\$100,000

*Note:*

*Purpose:* This project will address gaps in the availability of highly qualified teachers by redesigning the structure of its initial teacher preparation program in special education. The program will be an integrated model in which general and special education faculty engage in intentional and coordinated program-level efforts to accomplish a significant degree of curricular overlap that will be developed and implemented at both the elementary and secondary levels. Faculty will work together to redesign the content of multiple courses and/or field experiences so that the specific knowledge, skills, and dispositions across special and general education programs are interdependent.

*Method:* Project activities will include: (a) development and implementation of an integrated certification program in special education and early childhood/elementary education; (b) development and implementation of integrated certification programs in special education and four secondary education programs (math, science, English/Language Arts, and social sciences); (c) enhancement of faculty knowledge and skills in the identified need areas of assessments/standards, evidence-based and culturally responsive practices, positive behavior supports, collaboration and teaming, professionalism, and differentiated instruction; (d) development and implementation of an effective teacher mentoring/induction program for preservice teachers in high-need fields; (e) identification and implementation of interdisciplinary teaming models to deliver redesigned program content; and (f) expansion of field experiences in schools in high-need zones (schools with high poverty rates and low scores on statewide

assessments).

*Products:*