

Grant/Contract #	H325T080051
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants
Project Director(s)	Rude, Harvey
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Organization	University of Northern Colorado	Phone	970-351-1659	Project Officer	Corinne Weidenthal
	501 20th Street	Fax	970-351-1061	Begin Date	10/1/2008
	Campus Box 141	TTY		End Date	9/30/2013
	Greeley CO 80639			Extension Date	9/30/2014

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Rude, Harvey	20%					2008	\$99,932	\$99,932
						2009	\$99,203	\$99,203
						2010	\$99,358	\$99,358
						2011	\$99,928	\$99,928
						2012	\$99,946	\$99,946

Note:

Purpose: This project will prepare 40 Master's-level graduates as Intervention Specialists to address the critical need for Response to Intervention implementation. The program is meant to be a career ladder for special education teachers, and provides opportunities for specialization in the areas of content knowledge, evidence-based practices, instructional coaching, and teacher leadership for scientifically based instruction and services.

Method: Project activities include: (a) delivering a hybrid model with an emphasis on scientifically based intervention strategies, teacher leadership, and instructional coaching competencies that support fidelity of interventions across settings and service providers, as well as progress monitoring and evaluation strategies that inform the accountability for achieving adequate yearly progress; (b) establishing collaborative partnerships among the School of Education, the School of Mathematical Sciences, and the School of English Language and Literacy to infuse content knowledge within the design of Intervention Specialist degree program; (c) developing a P-20 (preschool to Graduate school) system of induction and mentoring support for all special and general education teachers at identified partnership school sites; (d) conducting an evaluation of the program to determine knowledge and skills demonstrated by program participants and their impact on K-12 student learning and results; and (e) disseminating information about the Intervention Specialist degree program, including formative and summative evaluation findings, and the potential to replicate the design at other teacher preparation programs in the area of high-incidence disabilities.

Products: