

Grant/Contract #	H325T080057
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Training Improvement Grants Project REAL: Retaining Highly Qualified Teachers Who Provide Evidence-Based Instruction, Access to General Education Curriculum, and Leadership in Special Education Advocacy
Project Director(s)	Rose, Ernest
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Organization	Loyola Marymount University	Phone	310-338-7666	Project Officer	Jennifer Coffey
	1 LMU Drive	Fax	310-338-6640	Begin Date	10/1/2008
	University Hall, Suite 2600	TTY		End Date	9/30/2013
	Los Angeles CA 90045			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Rose, Ernest	13%					2008	\$122,265	\$122,265
						2009	\$98,089	\$98,089
						2010	\$93,844	\$93,844
						2011	\$95,923	\$95,923
						2012	\$89,426	\$89,426

Note:

Purpose: This project will restructure and redesign the Loyola Marymount University Education Specialist: Mild/Moderate Level I Alternative Certification (Intern) Credential Program. This will ensure that candidates demonstrate evidence-based pedagogical knowledge and the content knowledge needed to meet the highly qualified teacher requirements of the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act.

Method: This project will: (a) restructure and redesign existing course content and field experiences to integrate competencies reflecting evidence-based instructional and assessment strategies that improve the academic, behavioral, social/emotional, and adaptive outcomes of learners with high-incidence disabilities; (b) ensure candidates acquire the necessary skills to provide leadership in special education advocacy, including special education law, communication and mediation skills, conflict resolution, and self-advocacy; (c) prepare candidates to provide access to the general education curriculum for all learners with and without disabilities through explicit training in the principles of Universal Design for Learning, an evidence-based framework that enables individuals to gain knowledge, skills, and enthusiasm for learning through accessible instruction, assessment, and technology; (d) provide professional development for general and special education faculty, reflecting evidence-based instructional and assessment strategies, accessible general education instruction, and leadership in special education advocacy to improve student

outcomes; and (e) develop and maintain an effective, rigorous mentoring and induction program that increases candidates' successful completion of the program while developing their professional expertise and commitment to the profession.

Products: