

Grant/Contract #	H325T090008
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Program Improvement Grants Preparing Highly Qualified Special Education Teachers for Content and Research-based Practices Through a Field-based Cohort Program (Prepare)
Project Director(s)	Childre, Amy
Email	amy.childre@gcsu.edu
Web	

Organization	Georgia College & State University	Phone	478-445-0506	Project Officer	Corinne Weidenthal
	Special Ed & Ed Leadership, School of Education	Fax		Begin Date	7/1/2009
	231 W. Hancock St., Campus Box 21	TTY		End Date	6/30/2014
	Milledgeville GA 31061			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Childre, Amy	54%					2009	\$124,168	\$124,168
						2010	\$91,440	\$91,440
						2011	\$99,896	\$99,896
						2012	\$92,849	\$92,849
						2013	\$91,641	\$91,641

Note:

Purpose: This project will redesign the undergraduate and graduate special education initial training programs at Georgia College and State University (GCSU) in order to address the High Quality Teacher needs of rural middle Georgia and the needs of students with learning disabilities, emotional disorders, and intellectual disabilities.

Method: The project plans to integrate academic content components and evidence-based practices in its programs. Activities to reach these goals include: (a) developing partnerships with GCSU's College of Arts and Sciences Departments of Math and English, and the School of Education Department of Early Childhood and Middle Grades in order to develop content courses in language arts/reading and math to prepare trainees to meet highly qualified teacher requirements and to support academic achievement of students with disabilities; (b) working with the IRIS Center, revising and implementing special education coursework that focuses on training in, and application of, evidence-based practices through field experiences; (c) in collaboration with the National Center to Inform Policy and Practice in Special Education, enhancing field experiences by developing procedures to target trainee ability to self-evaluate and set goals to improve teaching practice; (d) integrating competency requirements across coursework

and fieldwork that ensure trainee proficiency in working with students and families of cultural, linguistic, and socio-economic diversity; and (e) designing and implementing a model for induction training that creates learning opportunities in Baldwin County Schools and Putnam County Schools to support teacher retention and teacher use of evidence-based practices.

Products: