

Grant/Contract #	H325T090018		
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities		
Competition Title	Special Education Preservice Program Improvement Grants Middle-Upper Secondary Special Education (MUSE) Program		
Project Director(s)	Romero, Olga	Marshall, Nesta	
	Grover, Kenneth	Newman, Diane	
Email	olgar@bankstreet.edu		
Web			

Organization	Project Officer	Sarah Allen	
Bank Street College of Education	Phone	212-875-4602	Begin Date
610 W. 112th Street	Fax	212-875-4753	End Date
New York NY 10025-1898	TTY		Extension Date

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Romero, Olga	5%		Marshall, Nesta	30%		2009	\$122,728	\$122,728
Grover, Kenneth	5%		Newman, Diane	35%		2010	\$92,040	\$92,040
Otoya-Knapp, Karina	5%					2011	\$92,593	\$92,593
						2012	\$94,899	\$94,899
						2013	\$97,582	\$97,582

Note:

Purpose: This project will revise and restructure the teacher preparation program, expanding from an existing Grade 5-9 program to a 7-12 special education teacher preparation program. The aim is to benefit public school Empowerment Zone inclusion programs in high-need New York City schools, including those that have not made Adequate Yearly Progress (AYP). Additionally, middle and high school students with high-incidence disabilities from diverse cultural, ethnic, racial, linguistic and socioeconomic backgrounds in New York City public schools will benefit from highly qualified, effective special education teachers who meet the stringent guidelines of the No Child Left Behind Act (2001) and the re-authorized Individuals with Disabilities Education Act (2004).

Method: Work for this project includes: (a) creating a collaborative Design Team of faculty and administrators for the redesign and expansion of the programs attuned to the specific systems, structures, and curricula of urban schools; (b) expanding and improving the existing special education certification program based on evidence-based pedagogical strategies for students with high-incidence disabilities in highly diverse urban schools; (c) ongoing collaboration of faculty with public school teachers and administrators in the design and supervision of clinical teaching experiences for preservice special education teacher candidates in collaborative team-teaching, consultant teacher, and other service delivery models; and (d) an extended mentoring process for graduates of the program aligned with certification by the National Board of Professional Teaching standards.

Products: