

Grant/Contract #	H325T090025
Program Name	Personnel Development to Improve Services and Results for Children with Disabilities
Competition Title	Special Education Preservice Program Improvement Grants Project CRE:ATED - Culturally Responsive Educators: Alignment of Teacher Education to Diversity
Project Director(s)	Pate, Carol
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Web	

Organization	Chestnut Hill College	Phone	215-248-7127	Project Officer	Sarah Allen
	Education Department	Fax	215-248-7155	Begin Date	7/1/2009
	9601 Germantown Ave.	TTY		End Date	6/30/2014
	Philadelphia PA 19118			Extension Date	

Key Personnel	Time on Proj		Key Personnel	Time on Proj		Fiscal Info		
	AY	S		AY	S	Year	Requested	Actual
Pate, Carol	25%					2009	\$117,287	\$117,287
						2010	\$92,912	\$92,912
						2011	\$93,337	\$93,337
						2012	\$98,362	\$98,362
						2013	\$98,062	\$98,062

Note:

Purpose: This project will redesign the current K-12 special education programs at Chestnut Hill College into two separate dual-certification programs, both emphasizing culturally responsive pedagogy: one in elementary/middle with Special Education P-8 and the other in secondary education with 7-12 special education programs. The aim is to ensure that new graduates meet the highly qualified teacher (HQT) requirements in the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act.

Method: The program will reconfigure all elementary/middle and secondary general education programs to include additional courses and practicum experiences to meet the needs of students with high-incidence disabilities as well as students who are culturally and linguistically diverse. Specific work includes: (a) advancing knowledge, skills, and dispositions in culturally responsive practices at the college level through systematic dialog about practice, with engaged attention to culturally responsive practices by education faculty in the planning, designing, implementing, and evaluation of the new curriculum; (b) preparing all general education teachers to better meet the needs of students with disabilities; (c) providing special education teachers with evidence-based knowledge, aligned with content standards, and culturally responsive practices to comprehensively support elementary and secondary education students with high-incidence disabilities to meet AYP goals; and (d) expanding partnerships and including a collaboratively designed induction and mentoring program.

Products: