



A Report
to the

Office of Vocational and Educational Services
for Individuals with Disabilities

on the

Mini-Grant Initiative Projects

Funded in Support of the Redesign of Programs
to Prepare Teachers Better for Serving
Children and Youth with Special Educational Needs
2000-2001

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Introduction

The New York Partnership for Statewide Systems Change 2000 and 2001 has been active in promoting inclusive education practices across New York State for over a decade. Those efforts have been carried out in working with professionals in schools and districts, in supporting the Special Education Teacher Resource Centers (SETRC), and in sharing resources and practices through conferences and a website (www.systemschange.syr.edu).

Since 1995, an initiative within the Partnership has supported the development of inclusive teacher preparation programs: The Higher Education Task Force on Quality Inclusive Schooling has supported the work of over twenty colleges and universities as they design and implement such programs at the undergraduate and graduate levels. As the work of the Task Force has developed, the members have regularly shared their efforts with the larger teacher education community through presentations and papers at national and statewide conferences. The success of the Task Force is evident in the recent extension of its commitments, and in the expansion of its membership to nearly fifty institutions.

In the fall of 1999, as colleges and universities across the state were re-designing their undergraduate teacher preparation programs to respond to the new certification standards adopted by the Board of Regents. The Office of Vocational and Educational Services for Individuals with Disabilities (VESID), within the State Education Department, saw the opportunity to build on the work of the Task Force and support the efforts of many other colleges and universities, particularly as they addressed the new regulations that called for all teachers to be prepared to serve the full range of learners who come to the state's public schools. The support took the form of providing mini-grants to each institution that submitted an acceptable proposal for working toward this end.

To introduce the new certification regulations, and focusing on those particulars that addressed the service of special needs learners, a series of four regional meetings were held to which representatives of the colleges

and universities were invited. Presenters reviewed the new regulations and responded to questions. Presenters also shared the plans for the Mini-Grant Initiative. Shortly after the regional meetings concluded, proposals were solicited. Every institution in the state had the opportunity to submit a proposal.

The Mini-Grant Initiative was intended to support the plans of the various institutions in ways that they saw fit. The call-for-proposals asked that the institutions indicate their overall plan for “developing or modifying their teacher education programs to prepare all teachers for working successfully with students who have special educational needs.” The call also asked that the institutions indicate how the present award would be used in support of that overall plan, and what the expected outcomes were.

Funds could be used to buy faculty time to revise programs, to host meetings with local practitioners involved in preservice programs, to bring in consultants to assist in the revision of programs, to support faculty retreats where program re-design could be undertaken in depth, or other uses that made sense in building faculty and institutional capacity. Funds were not to be used to purchase materials or equipment; such purchases were deemed to be institutional responsibilities.

Forty-two (42) proposals were received, and all but one were eventually funded. Funding these projects required the expenditure of over \$300,000 for the Mini-Grant Initiative by VESID. The initial time limits on the projects were extended several times to allow the institutions to carry out their plan fully, to make modifications along the way as needed, and to produce an end result that represented their efforts well. Subsequently, as final bills and reimbursements were solicited, each institution was asked to submit a brief report on the outcomes of their projects.

Purposes and Order of the Report

The chief purpose of this Report is to document the efforts of the various colleges and universities in redesigning their programs to better prepare teachers for serving the needs of the full range of learners in

classrooms and schools across the state. It also serves to educate others in the teacher education community about the approaches and designs of their colleagues toward this end. It illustrates for those who funded the Mini-Grant Initiative how those funds have been used. And, indirectly, it endorses the need and the value of supporting program and professional development for higher education institutions, particularly in the arena of teacher education.

Following the Introduction and this section on Purpose are two sections. The first section provides two charts that may be useful in reading and using the Report. The next section provides several observations on the Mini-Grant Initiative, now that it is concluded. Finally, the Report lays out the details of each of the 41 institutional projects, drawing from the proposals and the final project evaluations.

The order of the institutional projects, as represented in this Report, is as follows:

Bank Street College
Barnard College
Brooklyn College-CUNY
Canisius College

College of Saint Rose
Daemen College
Dominican College
Hartwick College

Hobart and William Smith Colleges
Hofstra University
Ithaca College
Lehman College-CUNY

Long Island University-Brooklyn
Long Island University-C. W. Post
Manhattan College
Marymount College

Marymount Manhattan College

Medgar Evers College-CUNY
Molloy College
Mount Saint Mary College

Nazareth College of Rochester
New York City Technical College-CUNY
New York University
Niagara University

Nyack College
Pace University
Roberts Wesleyan College
The Sage Colleges

Siena College
St. Bonaventure University
St. John Fisher College
St. John's University

St. Joseph's College
St. Thomas Aquinas College
SUNY-Cortland
SUNY-Oswego

Teachers College, Columbia University
University at Albany
University of Rochester
Utica College of Syracuse University
Wagner College

Project Activities and Outcomes

This section provides two charts that may be useful in reading and using the Report. The first describes the planned and/or actual project activities. The second describes project outcomes.

Mini-Grant Project Activities Chart

This chart was developed in order to capture the types of activities that institutions engaged in as a result of the Mini-Grant project. All of the Mini-Grant recipients indicated their planned activities in their initial proposals. Some of the institutions used their final reports to clarify which activities they pursued. Hence, the chart is a combination of proposed and/or actual activities.

Several general categories are identified across the top of the chart: consultants; visits to other colleges; development of modules; revisions of coursework; seminars, forums, workshops, and retreats; visits to exemplary school programs; collaborative meetings with local schools, and faculty investigation. These categories are not absolute and are, therefore, subject to other interpretations. The following definitions attributed to each category were applied to the Mini-Grant evaluation reports and resulted in the Mini-Grant Project Activities Chart which follows.

- *Consultants* are identified as individuals not currently employed by the institution who were contracted to develop, facilitate, review, or evaluate the work of the institution relative to the work of the Mini-Grant project. Many of the consultants named are members of the Higher Education Task Force on Quality Inclusive Schooling.
- A number of projects incorporated *visits to other colleges* for the purpose of learning about existing inclusive teacher preparation programs.
- As institutions undertook the work of curricular change, the activity seemed to take two different forms: the *development of modules*, which seem to be amendments to existing coursework or *revisions in coursework*, which seems to indicate that all aspects of the curricular are open to reconsideration.

- *Seminars, forums, workshops, and retreats* are identified in a majority of projects. Participants in these events may have been faculty within or across departments at the institution and/or local school personnel. On rare occasions, community members or agency staff, pre-service teachers or students with disabilities participated in these events.
- The degree to which local school personnel became involved in workshops, seminars, forums or retreats is reflected in the category entitled “*collaborative meetings with local schools.*”

- Note that the depth of involvement with local schools indicated by collaborative meetings is differentiated from “*visitations to exemplary school programs,*” which seemed to signal a one-time or observation only event at a local school building.
- The category *faculty investigation* exists to accommodate those projects, which permitted individuals to research materials, resources, or situations, which are independent of the other activities described within the existing categories.

Mini-Grant Project Outcomes Chart

This chart is an attempt to capture to the outcomes of the Mini-Grant projects as defined by each institution in its final evaluation report. Once again, the categories appear across the top of the table as follows: modules; revised/integrated course content; program revision; better communication between faculties; co-teaching; collaboration with schools, and field placements. The application of these categories is subject to interpretation and some re-classification may be justifiable upon deeper knowledge of the actual projects and institutions. However, the following categories have been defined according to these parameters.

- *Modules* are specifically identified as outcomes by three institutions and seem to indicate amendments to existing curriculum, which may be taught by visiting lecturers, adjuncts or faculty.
- *Revised/integrated course* content describes programs, which have made significant changes to existing courses and may even have added additional courses or requirements to their programs.
- When the extent of the course revision was described as significant or resulted in changes to programs that will render new or different types of recommendations for teacher certification, the outcome was coded as a *program revision*. There may be situations in which the significance of the change was not apparent during the preparation of this report and no diminishment of efforts is intentional.
- A number of institutions identified *better communication between faculties* as an outcome of the min-grant projects. This designation typically refers to communication between general education and special

education faculty, liberal arts and special education faculty and occasionally reading/literacy faculty and projects.

- *Co-teaching* is an outcome that people either intensively researched or experimented with during the course of the mini-grant project. Co-teaching typically involved special education and general education from the elementary education department teaching graduate or undergraduate courses together.
- The category *collaboration with schools* encompasses a vast array of outcomes that include local school personnel involvement in the development, review and continuous evaluation of programs and professional development activities.
- When the collaboration with schools deepened to the involvement of pre-service teachers in field placements or in-service teacher involvement in internships or other study options, the outcome was coded as a *field placement* outcome.

Observations on the Mini-Grant Initiative

Having drawn the VESID Mini-Grant Initiative to a close, it may be useful to share some observations about this effort.

- The Initiative came at a time when significant changes in teacher certification regulations were driving all institutions to redesign their preparation programs. This “top-down” requirement, brought with it substantial motivation to make changes that might otherwise have evolved more slowly, if at all.
- The number of respondents to the call-for-proposals suggests that there is a substantial willingness on the part of many individuals and institutions in higher education to take on the challenge of teacher preparation reform.
- The teacher educators who proposed and undertook the projects described here displayed both creativity and individuality in the designs and realizations of their projects.
- Teacher educators in New York State clearly present each other with a rich source of knowledge, values, and skills related to teaching, teacher education, and schooling. They are willing to share their resource with one another. The Mini-Grant Initiative gave many teacher educators an opportunity to begin that collaboration.
- The willingness of institutions of higher education to collaborate, as exemplified through the use of consultants and visits to other institutions, is in contrast to traditional views of colleges as competitors.
- Teacher educators have traditionally been departmentalized within their institutions. Through the new certification requirements and the opportunities afforded by the Mini-Grant projects, communication between different departments has been promoted.
- Some of the coursework and program revisions were limited to departments of special education, which may indicate a belief on the part of some institutions that faculties of special education are still

essentially responsible for teacher preparation regarding students with disabilities, and that the involvement of other faculty in this element of teacher preparation is optional.

- The Mini-Grant Initiative, partially through the monetary support it offered, but perhaps more importantly because it evidenced the seriousness of the State's interest in teacher education reform, provided a "legitimacy" to the efforts of teacher educators at some institutions that they might not have attained otherwise.
- The majority of institutions involved local school district personnel in the development or review of new and existing programs. Many institutions indicated that collaboration with school districts for the purpose of developing inclusive field placements was beneficial both to the college and to the school.
- The need for teacher educators to consider how their programs prepared teachers for serving the full range of learners that enroll in New York State's elementary, middle, and secondary schools was great. It remains great. Even though the projects provided support toward this end, it is clear that the need has not been fully met.

Bank Street College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Bank Street College is a progressive, independent educational institution founded in 1916 as the Bureau of Educational Experiments for New York City. Today, the Graduate School offers programs leading to the Master of Science in Education (M.S.Ed.) or the Master of Education (Ed.M.) degree. Of the more than 900 graduate students enrolled, most are aspiring classroom teachers and prospective school administrators.

Presently, Bank Street is engaged in a systematic change process aimed at broadening the preparation of teachers and school administrators to serve the wider student population now in our public school classrooms. Among the key goals of this change process is to begin to break down the traditional divisions between special and general education within the Graduate School. To create an institutional culture more closely aligned with the move towards inclusion, Bank Street has launched a new cross-specialization student cohort; added an Elementary and Special Education Dual Certification program; infused more content on disabilities into general education coursework; initiated a program aimed at inclusion called "Urban Schools Attuned"; and blended the Special Education and Bilingual Education Departments into one.

B. Describe how the current award will be used to support that plan, including a statement of what out comes will result from this effort.

The current award would be used to support a series of five workshops, designed to help our faculty build its knowledge base, skills, and dispositions to extend and support classroom inclusion initiatives and to address inclusion effectively in their coursework and advisement. Such a workshop series would be well-timed to support Bank Street's current preparations to reregister its programs with the State and to pursue NCATE accreditation.

The series would be scheduled every other week over a ten-week period spanning January, February, and March, 2000. Each two-hour workshop would be modeled on Bank Street's experiential approach, and would include simulations, vignettes, and exercises, and a range of media. The following topics would be covered by the series:

- 1.) Inclusion through the arts: using literature, film, and visual arts in the inclusive classroom.
- 2.) Expanding informal assessment in the inclusive classroom.
- 3.) Curriculum modification for the inclusive classroom.
- 4.) The design and management of inclusive classroom environments.
- 5.) Learning from practice: Bank Street graduates in inclusive public school classrooms.

Outcomes:

Bank Street faculty will come away from the workshop series with expanded knowledge of premises and practices for successful work with students with special educational needs in inclusion settings. The series will enhance their commitment and capacity to draw on and combine the different "funds of knowledge" (Moll and Greenberg, 1990) needed to prepare teachers and school administrators for successful classroom inclusion of children with a wide range of abilities and backgrounds. We expect our faculty to make specific changes in teaching and advisement as a consequence of participating in the workshop. We expect them to model, in their work with graduate students, the benefits of ongoing collaboration across professional specialization's. We believe the series will lend valuable support to initiatives aimed at widening the educator's "repertoire" (Wasley 1999) in ways that enable them to recognize the strengths and meet the needs of a broader range of students.

No evaluation was returned from this institution.

Barnard College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

The Barnard College Education Program prepares undergraduates for the Initial Teaching Certificate from Barnard and Columbia Colleges and from the Schools of General Studies and of Engineering of Columbia University. To strengthen the training of the undergraduates to work successfully with students with special learning needs, we propose to insert into the Program, at strategic points, new training modules and materials directed to the instructional inclusion of disabled students. Working with the Barnard Program Director, faculty, and student teacher supervisors, a consultant will help develop these modules. The modules will then be integrated into key Program components.

- ◆ *the Seminar in Methods of Elementary School Teaching* for junior-year students;
- ◆ *the Seminar in Secondary School Curriculum Development* course, also for junior students; and
- ◆ *The Seminar in the Teaching-Learning Process* for senior-year students engaged in their practice teaching.

Teachers participating in Barnard's practice teaching program that have expertise in the field of special education will be invited to be guest lecturers in these modules. Additionally, students in the courses will be given opportunities to visit classrooms to observe experienced, teachers dealing with students with special needs.

Every student in the Barnard Education Certification Program will, moreover, receive a packet of materials on students with disabilities prior to their student teaching experience. The modules and packet will address such aspects of inclusion as the definition of disability areas; appropriate pedagogical methods that address students with such needs, and suggested activities to gain peer acceptance of disabled students. Copies of the modules and the packet will reinforce for prospective teachers the importance of inclusionary instruction and how best to meet its goals of addressing for all children the cognitive and social needs of students with disabilities within a regular classroom. The structure of progressive, ever deeper exposure from junior-year through practice teaching to the challenges and options for inclusion will be an effective approach to ensuring the readiness of graduates from the Program to raise successfully the educational performance of disabled and able-bodied students.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

The award will primarily support the hire of a special education consultant, Dr. Adele Schwartz, a recently retired professor from Marymount Manhattan College. Dr. Schwartz will meet with Dr. Susan Riemer Sacks, Director of the Barnard Education Program, and her staff to familiarize herself with the Program. In addition, she will visit schools participating in the Program and observe how students with special needs are dealt with. She will then develop the modules for the Program courses and the packet for distribution to practice teachers as described above. Two cooperating teachers with considerable experience in handling disabled students in their classrooms and who also supervise Barnard's student teachers regularly will receive stipends for consulting with her in the development of these materials and for welcoming students in the courses indicated above to observe their work with such students. Ten school teachers who participate in the program will be paid modest stipends to act as guest lecturers in the designated courses and to participate in a brief brain-storming session led by the consultant and attended by all members of the Barnard Education faculty.

The discussion will center on how to shape and teach the modules to prospective teachers. Funds are also requested for the production of the practice teacher packets and for Dr. Sacks and one of her faculty to coordinate the proposed project. Finally, funds are requested for miscellaneous expenses and materials.

The Barnard Education Program will meet the new state requirements to enhance the training of NYS teachers to meet the diverse learning needs of students and to provide for integration and inclusion in regular classrooms. Three modules will be produced:

- ◆ one for elementary student teaching during the practicum targeted for grades 1-6, which will address several curricular areas;
- ◆ one for secondary school student teaching during the practicum targeted for grades 7-12, which will address several subject areas; and
- ◆ one for student teachers geared to the student teaching experience and including curriculum design and planning for inclusive lessons.

The brainstorming sessions will provide specific ideas from experienced NYC teachers for creating inclusive attitudes and materials for ALL students in their classrooms. Peer acceptance is a crucial aspect of the Education Program's approach, and outcomes will measure the effectiveness of the student teachers during the teaching semester. These will be delineated in the Program's reaccreditation proposals.

C. *Describe the outcomes of your efforts: In what ways are your Programs better able to prepare teachers for working successfully with students with special needs?*

The project resulted in three learning modules for Barnard College Education Program students:

- One for Elementary Education student teachers during the junior year practicum and methods courses, targeted for grades 1-6, which addresses Inclusion issues, both general and across the curriculum.
- One for Secondary Education student teachers during the junior year practicum and methods courses, targeted for grades 7-12, which addresses several subject areas.
- One for student teachers geared to the student teaching experience, with emphasis on strategies for curriculum adaptation and instructional modification to accommodate all students in inclusive classrooms.

The modules provide a series of activities, constructivist in nature, which students are expected to complete in pairs, small groups, or on their own outside of the college classroom. Module assignments will be given to college faculty for review, grading, and the work will be included in the course grade. Follow-up in the classroom is expected, and demonstration of skills will provide evidence of competence.

The activity content outlines are attached below. The content was proposed by the Barnard College Education Program Consultant, and then reviewed and modified after a three hour Curriculum Meeting. The two Curriculum Advisors (field teachers with demonstrated experience in inclusion) planned and conducted the meeting with the Consultant. Members of the Barnard Education faculty and IO cooperating teacher/supervisors working with the Barnard College Education Program attended the meetings (See the Revised Outlines, Appendices A, B, C).

The methodologies used in these modules were designed with consideration of the following needs of Inclusion teachers:

- ◆ The need to acquire knowledge of the historical, sociological, and legal/policy foundations of education for students with disabilities.
- ◆ The need for activities that engage students in professional literature, current with the time of module use. This means that modules provide few permanent readings or citations. Instead, students are asked to locate and use current literature to respond to requirements in the module.
- ◆ The need for activities that provide for students to examine their belief systems and attitudes toward disabilities and human differences,
- ◆ The need to enable teachers to communicate, collaborate, and consult effectively, with parents, administrators, and colleague-members of the educational team.
- ◆ The need to acquire a repertoire of instructional and classroom management skills and strategies for Inclusion.
- ◆ The need to integrate knowledge and skills acquired using the modules with knowledge and skills learned in college courses.

Curriculum Advisors and Cooperating Teacher/Student Teacher Supervisors are currently evaluating and critiquing the modules following evaluation; they will be initiated in the spring 2001 semesters. We expect that students who complete the modules will:

- ◆ Create instructional environments free of physical, social, instructional, and attitudinal barriers.
- ◆ Appreciate the positive influence of full inclusion on all children, both disabled and non-disabled.
- ◆ Demonstrate the ability to adapt and modify curriculum and instruction to accommodate the individual needs of all learners.
- ◆ Evidence an understanding of the dynamics of communication, consultation, and collaboration with parents, colleagues, and administrators in implementing Inclusive classrooms.
- ◆ Interpret and explain to parents the IDEA, the I.E.P. Process, and parent rights and responsibilities in the education of their children.
- ◆ Initiate and evaluate behavior management programs and/or strategies.
- ◆ Participate effectively as part of an educational team.

Brooklyn College-CUNY

- A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.**

Our plan was to develop and expand knowledge of teaching students with special needs and diverse learners of the School of Education faculty and students in School of Education programs through:

- The modification of course content, syllabi, assignments and readings so that knowledge of students with special needs is integrated into all coursework at the undergraduate and graduate level;
- The expansion of models of classroom teaching used by School of Education faculty to include team teaching and modular teaching.

- B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.**

The grant was used for the development and implementation of professional development activities for School of Education faculty in the area of teaching students with special needs and preparing teachers to work with students with special needs. The professional development activities were:

- Implementation of a survey to assess faculty needs in the area of special education
- The development of a series of faculty forums and study group sessions based on results of the survey
- Implementation of the forums and study group sessions led by guest presenters and School of Education faculty
- Meetings to discuss modifications of course content, syllabi, and assignments
- Purchasing of materials and resources such as books and video tapes for use in faculty development activities and for use in undergraduate and graduate courses
- Exploration by some faculty in using team teaching and case methodology as professional development opportunities for faculty and as approaches to teaching about students with special needs in undergraduate and graduate courses.

- C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?**

Outcomes

- An expansion of knowledge about students with special needs within School of Education faculty who participated in the forums and study groups
- The integration of content pertaining to students with special needs into all undergraduate and graduate coursework within School of Education programs at Brooklyn College
- An understanding among School of Education faculty of how to use case methodology as an approach for preparing teachers to work with students with special needs
- A small increase in the number of School of Education faculty who are team teaching or using modules to increase undergraduate and graduate students' knowledge of students with special needs. Our initial plan stated that a pilot course would be developed in which team teaching would occur. We did not develop a new course. Instead, more faculty are teaming within existing courses.
- The development of a small materials and resource special education library for faculty in the School of Education
- Development and pilot of a 10 week mini-course in the Fall 2000 semester for undergraduate students. The mini-course was held during student club hours and was designed to give Brooklyn College students knowledge in a variety of topics related to persons with special needs and teaching students with special needs. A group of six NYC high school students with disabilities participated in the sessions thus creating the opportunity for interaction among Brooklyn College students and the high school students. Brooklyn College students received field experience hours for attending a

minimum of 5 sessions. The mini-course project will be continued in the Spring 2001 semester with modifications based on feedback from the pilot participants.

- Modifications have been made to all of the courses and syllabi and should impact on the preparation of teachers. Knowledge and field experiences are now integrated into all courses rather than isolated in discrete programs and only a few courses.
- The knowledge base of some School of Education faculty has increased as a result of their participation in the forums and study group sessions. Therefore, their capacity to teach Brooklyn College students and to address issues related to teaching children with special needs has increased.
- The development and use of the materials library is a new support and resource for faculty and can enhance our teaching.
- More faculty are team teaching and are exploring the use of cases written on special education issues as a teaching methodology.

Outcomes not achieved:

- Our initial plan stated that modules would be developed and implemented in a number of courses. These have not yet developed due to time constraints and other institutional constraints.

Canisius College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Our institutional plan includes modifying current coursework and developing new courses that address the needs of diverse learners in inclusive classrooms. The traditional "Introduction to Special Education" course will include the foundations of special education and focus on effective teaching strategies in the inclusive setting.

Additional course development will include a course in multidisciplinary assessment and teaching, a methods course in math science and social studies, as well as remedial strategies in the content areas. These and other courses will insure the use of developmentally appropriate practices in each certification area of special education.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The award will be used to fund four daylong meetings for all full time and adjunct faculty who teach courses in special education in the Teacher Education Department.

Outcome statements include:

- A comprehensive list of learning outcomes for students in the special education program addresses each of the certification areas
- Newly developed coursework in special education reflects the new certification requirements
- Courses previously taught in special education reflect the new certification requirements
- Students and faculty are provided a matrix which identifies a comprehensive list of learning objectives and the courses in which they are covered
- Lecture topics and assignments in each course in special education reflect the new certification requirements and are comprehensive in nature.
- *Textbooks utilized in special education courses reflect the most current research and practices.*

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The mini grant provided our faculty the opportunity to meet with the adjunct faculty on a regular basis. As a collective group, ideas were generated and course objectives identified. There were many benefits to these opportunities. Currently, many education courses are taught by adjuncts who also have full time positions. The retreats that the grant allowed us to hold provided discussion and decision making regarding the direction of the undergraduate program. New courses were developed, practicum requirements decided on, and future directions discussed. Once the draft of the new program was developed, we were able to share it with the entire faculty.

One highlight of the effort that stands out in my mind is an "Introduction to Students with Special Needs" class. Traditionally taught as a survey course, the entire focus has changed for that course. With the new program, the course will cover "Inclusive Strategies" and will have much more of an emphasis on strategies, rather than etiology. The grant also allowed us to bring the entire faculty together to discuss this class. We currently run several (more than 5) sections of that course each semester. While respecting academic freedom, I facilitated a consensus process to agree upon course objectives and activities and assignments that may meet those objectives. This preliminary activity was extremely successful. If there are opportunities to continue in the process, I would be more than interested in submitting for future funding. Feedback from the adjuncts was extremely positive and the productivity of the day was invigorating. All are teaching in the "new paradigm" and are interested in working together again to improve the course as they become more familiar with the content. The first grant allowed us to conceptualize the new program, additional support is requested to put those concepts into actual coursework.

College of Saint Rose

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with student with special education needs.

The College of Saint Rose is an independent, coeducational college of liberal arts and sciences located in Albany, New York. The College serves 2,800 full time students in bachelors degree programs and 1,400 students in masters degree programs. Currently, 51 % of the students enrolled in undergraduate and graduate study are in teacher and professional preparation programs in the School of Education. The following areas are represented: applied technology education, communication disorders, counseling, early childhood education, educational administration, educational psychology, elementary education, school psychology, secondary education (English, math, social studies, science), reading, and special education. In addition, the School of Arts and Humanities includes students in art education and music education. The overall philosophy of the School of Education is attached in Appendix A.

In June 1999, the SEED (Special Education-Elementary Education) Inclusive Teacher Education Program, was approved by the New York State Education Department. The primary emphasis of the program is preparation of teachers for the education and instruction of students representing heterogeneous abilities. Collaboration among the faculty in educational psychology, elementary education, special education and communication disorders results in the delivery of blended course content that was previously delivered in separate programs within special education and elementary education. The emphasis in the inclusive program is to assist pre-service teachers in viewing instruction as a broad continuum of methods and strategies that meet the diverse learning needs and abilities of all students in a classroom. Instructors of major courses model the methodologies and practices from the field, including co-teaching, and provide students with expertise from varied disciplines. A unique feature of the SEED program is the delivery of the content methods courses in math, science, social studies, and language arts in inclusive classrooms in area school districts. Approximately 100 undergraduates are currently enrolled in the SEED major.

The plan for the School of Education at the present time is to expand the knowledge, skills, and dispositions of faculty in the School to address the needs of students with disabilities in all professional preparation programs. Members of the SEED faculty are presently involved in the co-planning of a field-based course in inclusive schools. The SEED steering committee is visiting inclusive schools across the Capital District in an effort to determine school districts, buildings, and teachers who represent the "best and promising practices" related to inclusive education. These visitations and meetings will lead to the establishment of collaborating school districts who will partner with us in the delivery of our field-based content methods course. The plan for the School of Education beyond SEED is to build from these initial partnerships to create a network of schools and district personnel who can provide visitation sites and staff development opportunities for the faculty in The School of Education. The learning outcomes required for graduates of our programs in the area of disability are found in Appendix B. As the faculty move forward in the delivery of course work and field experiences that prepare students to meet these outcomes, opportunities will be provided in three primary areas:

1. Professional development seminars on topics related to the law, disabilities, inclusive practices, ESL /disability, literacy/disability, technology/disability, and collaboration.
2. Faculty visitation to model inclusive programs in the community.
3. Curricular modification and development of field experiences to include content related to students with disabilities.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

With the support of the award requested, the faculty of Education at The College of Saint Rose will work toward the following outcomes:

- + Enhanced faculty knowledge of structural content, procedural knowledge, and dispositions essential

- to infusing content related to students with disabilities within their courses.
- + Redesigned curriculum to infuse content, procedures, and dispositions to prepare our students to work with learners with diverse needs within their education settings.
- + Appropriate field experiences for students that include the best and promising practices in inclusive education.

The current award will be used for the following activities:

Phase 1

Faculty will attend professional development seminars including presentations by experts from the College and from potential partnership schools. The purpose is to increase knowledge and awareness of faculty to issues of preparing teachers to serve students with disabilities, and to prepare faculty for visits to the potential partnership sites. Topics could include but not be limited to the following: legal foundations, disabilities (abilities, needs and accommodations), inclusive practices, ESL /disability, literacy/disability, technology/disability, and collaboration.

Phase 2

Faculty will observe school settings best and promising practices in inclusive education.

Phase 3

Faculty will debrief site visits and plan curricular revisions, course adaptations, and field experiences following the visits.

Faculty will meet with school site representatives to establish partnerships with local schools and initiate faculty-to-faculty collaborations. These interactions will focus on establishing partnerships to provide field experiences for our teacher education students that insure they receive developmental experiences in working with students with disabilities.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Report of Work Supported by the VESID Mini-Grant to The College of Saint Rose

At The College of Saint Rose a grant of \$8000 funded a variety of activities to support the institutionalization of strategies to prepare all pre-service teachers for work in inclusive classrooms and in other settings in which K-12 students with disabilities would be served. The College recommends approximately 500 applicants for initial teacher certification annually.

The grant funds were used to support the following activities:

1. A professional development event for teacher education faculty (20+ participants) in which two faculty members from San Diego State University shared their perspectives on preparing all teachers for inclusive settings. This meeting served as an orientation to the topic for College of Saint Rose faculty.
2. Four half-day visits to inclusion classrooms in K-12. Approximately 18 faculty visited classrooms and met with teachers in their schools for discussion of their practices and the preparation needs of new teachers for working in such settings.
3. Two half-day works shops for faculty on topics related to serving students with disabilities.
4. A all-day work shop for all faculty in the School of Education during which they attended brief presentations by colleagues and then spent the day in departmental and interest groups discussing the modifications they might make to curriculum in order to prepare teachers for work with students with disabilities.
5. Five teams of faculty which each worked on developing the modifications—writing curriculum, learning outcomes, instructional strategies, and learning activities—for use in a wide variety of teacher education courses, including educational psychology, curriculum and instruction K-6, curriculum and instruction 7-12, courses in speech and language, and courses in technology education.

The mini-grant supported the above activities through:

1. Supporting faculty engagement in half and full day workshops and meetings.
2. Paying stipends for visits to schools and for curriculum development.
3. Paying stipends to workshop presenters.
4. Providing a stipend to an elementary school for supporting a faculty visit.

The activities described above have produced the following results:

1. Facilitated far more extensive knowledge on the part of most of the full-time faculty regarding the nature of various disabilities, the needs of students with specific disabilities, laws and regulations regarding the provision of educational services for children with disabilities, and greater awareness of actual K-12 inclusion classroom practices.
2. Increased collaboration between regular education and special education faculty at The College of Saint Rose. Faculty now work together frequently to redesign curriculum, and they co-teach classes.
3. Dramatically revised course content in several courses so that each course as a matter of regular practice prepares teachers to work with students with disabilities. The course outlines now include experience with learning strategies that address the needs of students with disabilities.
4. Established expectations that all pre-service teacher education student portfolios will include evidence of practice in working with students with disabilities, and reflection on the effectiveness of that work.
5. Made the SEED program a truly collaborative and integrated effort and one that gives students a sound preparation for working in inclusive classrooms and with their colleagues in special education.
6. Facilitated the development of partnerships with local schools for the purpose of offering preservice teacher education courses on site in the schools.
7. Initiated conversations between St. Rose faculty and teachers and principals regarding the types of field placements that will support the development of preservice teachers.

Daemen College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.*

The institutional plan has been for the education department to redesign our preservice training program to deliver services to students so they may work in inclusive settings with special education students. The program has designed a series of curriculums that encompass early childhood, childhood, and adolescent education certification that will promote collaboration and effective reaching strategies for accommodating the educational needs of all students. The education department will continue to align our coursework to further enhance the skills of our students to meet the new demands of our profession. We shall continue to use professional development sites to assist schools and our students with training that is mutually beneficial. The institution's and department's commitment has always been to excellence in education and for the past seven years we have developed a dual certification program in early childhood and elementary education with special education as an equal component of our students' professional training. Therefore, our new programs will strengthen this commitment under the new regulations.

We intend to strengthen two specific areas this year - adolescent education and childhood education that focuses on literacy.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

This award will allow our department to achieve two specific outcomes.

1. To redesign the way our secondary education preservice program is organized and delivered. We have recently been given approval to hire a full-time faculty member in secondary education. To ensure that he/she is utilized effectively within the new program, the department would like to hire a secondary consultant to review our proposed curriculum designs in secondary education (Mathematics, Social Studies, Biology, Chemistry, Foreign Languages, English and Business) to determine if we are meeting the needs in secondary educational pedagogy and also to ensure that the special education methods are integrated sufficiently and effectively into these certification programs.
2. To align all our special education components for all certification areas and degree programs (Bachelor's and Master's) with The International Standards for the Preparation and Licensure of Special Educators (CEC, 1998) and the CEC/NCATE standards so we may obtain accreditation by NCATE as required by the state.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

The Education Department of Daemen College used the awarded grant to align our courses and each of our four certification programs: Childhood Education, Childhood Education/Special Education, Early Childhood/Early Childhood Special Education, and Special Education - Masters) with the ATE and CEC standards for special educators.

Dr. Theresa Janczak was given a 1/4 load reduction during the Spring semester to examine, evaluate and make recommendations for how all courses should be aligned with inclusive education practices. This work provided the faculty with specific recommendations of how to reorganize our programs and course competencies to prepare our preservice teachers to educate students with special needs in the regular education setting.

At each faculty meeting, we discussed revisions and forwarded these to the College Educational Policy Committee for final review and approval. The department also visited area universities (SUNY

Binghamton, SUNY Fredonia, SUNY Geneseo and SUNY Brockport) that have secondary programs and collected information on the courses and methods each uses to prepare secondary teachers for inclusion of students with special needs.

Consultant was hired to examine our curriculum designs and make recommendations for revisions to secondary courses and/or curriculum designs that promote inclusion of students with disabilities at the secondary level.

Secondary Initiatives

All secondary certification program chairs have met to discuss and implement the following:

- a secondary classroom management course has been included within each content major that addresses students with special needs
- a secondary methods course provided in each major with specific competencies that are taught concerning inclusion, modifications, and accommodations of students with disabilities.
- secondary methods courses that are aligned with New York State Learning Standards and Assessments

Department chairs will continue to discuss recommendations of secondary-special education consultant during the spring semester and take appropriate actions or make specific recommendations to the Vice President of Academic Affairs.

Ongoing Discussion as a result of this grant.

Dominican College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The Dominican College Master of Science in Education Program for Teachers of Students with Multiple Needs is currently the only graduate level program in the Education Division at the College. Other graduate level programs offered include Occupational Therapy, Physical Therapy and Nursing. Additionally, on the undergraduate level, Bachelor of Arts and Bachelor of Science programs are offered in Elementary Education, Secondary Education, Special Education, Blindness and Visual Impairment and Social Work.

There is a need to increase articulation between and among the above programs with the overall goal of enhancing capacity to both model collaborative practice and to deliver programs that reflect inclusive values, philosophy and practice.

The proposed project will focus on initiating integrated practice through a series of meetings of the directors of the above-mentioned programs using as criteria *the Standards for Inclusive Teacher Preparation Programs* developed by the Higher Education Task Force on Quality Inclusive Schooling part of New York Partnership for Statewide Systems Change 2000.

Further, more intense focus will be devoted to identifying activities that will enable graduate level program faculty to develop partnerships and co-teaching strategies that will support integrated related service delivery models in inclusive classrooms serving learners with severe and multiple disabilities including learners with complex medical needs.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The increased articulation resulting from the planned meetings will yield the following outcomes:

- articulation by each participating constituency/program within Dominican College indicating how it currently reflects or will reflect a strong inclusive focus. Included in this will be a statement of needed changes proposed by each program to increase inclusive values.
- the development for a plan of action for increasing collaborative practice across and within programs, divisions and levels. This can include models for co-teaching, faculty work with local school districts, parents and community groups.
- the identification by each project participant of current availability of inclusive field sites or the development of a plan for accessing such sites.
- a specific plan of activities by graduate level faculty to develop partnerships and co-teaching strategies that will support integrated related service delivery models in inclusive classrooms for all students.
- a plan of "next steps" to be taken to further implement inclusive values and models for teacher preparation including outreach to local school districts.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

1. The college has received approval from the New York State Education Department to offer a Post-Professional Masters Degree in Occupational Therapy (OT), with two specialty tracks, one of which addresses OT in the schools. Among the courses offered in this specialty area is an assessment course; when the syllabus for this course was reviewed and compared with Assessment for Multiple Needs Learners, a course within the curriculum for Teachers of Students with Multiple Needs Learners, it was discovered that there is considerable similarity in course content. The directors of each program and the faculty who teach these courses are now trying to coordinate timing of specific topics to bring the classes together for team teaching across disciplines to address these topics. It is hoped that the logistics will be worked out for the next cycling of these courses. This collaboration will permit prospective teachers and

prospective school based OTs to begin a partnership that can lead to more collaborative program planning for students with special needs.

2. During the Summer (May) '01 trimester, students from both Special Education programs, Teacher of Students with Multiple Needs and Teacher of the Blind and Visually Impaired, will meet together for the seminar part of the Student Teaching and Seminar course. This collaborative effort will permit students to discuss general issues related to classroom management and instructional strategy as well as addressing specific children's needs, programs, and materials. While training in both programs is specific to the population addressed, there are many youngsters classified as visually impaired who have multiple needs, and many who are classified as multiply impaired who have visual problems. Joining both groups of students permits each group to view a child through a different lens, and hopefully be better prepared to meet the needs of all children encountered in the classroom.

Hartwick College

A. Describe briefly the overall plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

According to Subdivision 52.21 lb) 1 2 (ii) c (1) (iii) of the Regulations of the Commissioner of Education, NYSED for programs preparing classroom teachers, each approved teacher education program will permit candidates to obtain knowledge, understanding, and skills related to the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and interdependence...

As part of the NYSED application process, Hartwick College has begun to evaluate, revise, and add programs to the Department of Education's Middle Childhood and Adolescence course offerings. In keeping with the new regulations and the demands of public education today, one goal of the department is to have all teacher education candidates prepared to work successfully with special needs students in inclusive education situations. At the present time, the Department of Education offers only one, *elective*, 12 clock-hour mini course that specifically targets special education and populations of students with special educational needs.

Hartwick's preservice student teacher candidates are required to have time 'in the field' prior to the student teaching semester. As part of their field experience hours, the preservice teachers need to have positive experiences with inclusive classrooms. It is the intention of the Department of Education to build a relationship with the Oneonta

City School District that will allow us to place our students with special education professionals and professional classroom teachers who are working in Oneonta Middle School and Oneonta High School. Ideally, the collaboration between Hartwick College and the local school district will provide successful models of inclusion and "real world" field experiences for Hartwick College's preservice teachers.

To accomplish this objective, the plan is to bring together experts from Hartwick Colleges' Department of Education and Oneonta City School District-1) the Special Education specialist, 2) middle school and high school special education professionals, 3) a cadre of middle school and high school subject area (social studies, English, math, science, and foreign language) and special area (health, home and careers, technology, and music) professionals-to create an inclusive teacher preparation component that will be required of Hartwick's teacher education candidates who are working toward Middle Childhood or Adolescence certification.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The requested award will be used to fund:

1. travel for one Hartwick College Department of Education faculty member, the OCSD Special Education specialist, one high school special educator, and one middle school special educator to travel to Cazenovia College during the spring semester, 2000 to discuss the creation of inclusive teacher preparation programs with the Cazenovia faculty (contact person Dr. Stephanie F. Leeds).
2. substitute teachers so that special education faculty and subject area special area teachers may participate in a workshop at Hartwick College during the spring semester, 2000.
3. stipend for special education and subject area special area teachers and Hartwick College faculty who participate in a two day workshop at Hartwick College during July, 2000.

As a result of the work funded by this grant money, the Department of Education at Hartwick College will develop a working partnership with Oneonta City School District to establish and maintain a program for preparing all of Hartwick's teacher education candidates to work successfully and inclusively with students with special educational needs.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Because of information gleaned from the "inclusion grant" workshops, the Hartwick College Department of Education applied for The John Ben Snow Memorial Trust Public/Private Learning Collaboration Grant, 2000-2001. The grant was not awarded, however, so OCSD and Hartwick began to look for other funding sources. The school district has committed to support technology and training for OMS/OHS social studies teachers, science teachers, and students in the use of GIS (Geographic Information Systems) and remotely sensed images-technologies that are grounded in spatial intelligence. Adding these technologies to the repertoire of tools available for social studies and science teachers will help to remedy the need identified by the general and special education teachers. Furthermore, the GIS and remote sensing technologies can help meet the needs of the middle and high school students by having them study social studies and science using spatial data in addition to linguistic, logical, and mathematical data.

In its goals for social studies education, the National Council for the Social Studies calls on K-12 teachers to recognize the connections and interdisciplinary links between science, technology, and society. GIS is a viable interdisciplinary application that can act as a bridge between social studies and the physical sciences in middle level education. GIS is a technology that offers a way of viewing and analyzing information spatially, and its use as an instructional tool can provide teachers and students with a connection to spatial intelligence. The use of GIS technology can help OMS/OHS students reach the New York State's intermediate and commencement standards levels for Technology and for Interconnectedness.

Remotely sensed images (i.e., "pictures" from satellites, the space shuttle missions, etc.) can be used alone or in conjunction with GIS to broaden spatial intelligence instructional opportunities and can help meet the NYSED Technology and Interconnectedness standards, too. During Spring semester 2001, the middle level and adolescence level school teachers and their students will be working with Hartwick. Social studies methods students to design geotechnology visuals to use with current curriculum.

Outcomes:

For the past eight months, a cadre of Oneonta Middle School and Oneonta High School teachers worked in partnership with Hartwick College's Department of Education faculty to design and implement ways for differentiating instruction that are inclusive, addressing middle level and adolescence level students' various learning styles and intelligence. Social studies and English methods students to learn how to use remotely sensed data in their respective classes. Images from the National Council for Geographic Education's Remote Sensing Task Force', *GeoCarto*, Microsoft's *terra.serve*, and NASA will be incorporated, as will GIS maps generated from *Pre Voyager* software.

In both the fall and spring semesters (2000-2001), students enrolled in Educ 320 Interdisciplinary Curriculum and Instruction have and will continue to work directly with OMS/OHS social studies and science teachers and their students to help facilitate the inclusion of GIS and remote sensing into the school curricula. In the spring term 2001, students in Educ 325/328 Teaching Methods for Social Studies and English Educators will join the Educ 320 students. These education students will have "release time" from class to visit the middle school and high school to work as GIS/remote sensing aides and tutors in the respective Media Centers. Hartwick students taking directed study GIS/Geography Education will be expected to work directly with teachers in social studies and science to design lessons using GIS and remote sensing. Dr. Palmer-Moloney will facilitate this collaboration and will be the direct link between OMS, OHS, and Hartwick College faculty and students.

Hobart and William Smith College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

Our plan is to create congruent opportunities through enhanced education se and expanded field placements for all our preservice teachers that will encourage them to regard themselves as responsible for all children and adolescents and to develop a sense of ownership for all children and adolescents in their classrooms. To accomplish this, the education faculty and their local teaching colleagues need to expand their knowledge and understanding of children with special needs in general education classrooms.

Our five full-time equivalent education faculty teach liberal arts courses and work with approximately 150 preservice teachers who are placed in five different school districts (20 schools). In addition to their liberal arts responsibilities, education faculty teach "methods" seminars and supervise preservice teachers in their field placements. Since we are a small department, we work within a structure that supports faculty communication and collaboration.

The Hobart and William Smith (HWS) teacher education program is grounded in the liberal arts. All preservice teachers major in an academic discipline (we have no education major) and undertake teaching preparation through non-credit bearing education seminars and school practica. Beginning in the sophomore year, preservice teachers work in local schools, learning to link theory (taught through education seminars) to practice (field experiences). Thus we depend upon our teaching colleagues in local schools to help us in the education of our preservice teachers.

In April, 2000, HWS Colleges intend to apply for re-registration in three certification areas: childhood education, adolescent education, and special education at the childhood level. As currently designed for re-registration, preservice teachers in childhood education and adolescent education will have some exposure to information about working with students with special needs through the introductory education seminar taken by all preservice teachers. Only those in special education at the childhood level, however, will have substantial exposure to teaching children with special needs. With New York State support, we will expand the exposure for all preservice teachers to prepare them to work successfully with students with special educational needs.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

The award will be used to (1) pay for consultation services for the HWS education faculty and (2) to host two workshops on integrative education. The HWS education faculty will benefit from consultant assistance in redesigning their education seminars so that they can effectively achieve the teacher preparation goal stated above. To encourage complementary changes in the field placements for our preservice teachers, we propose to host two workshops for local educators. Attendees at the workshops will include all HWS education faculty, representative local administrators and teachers, and HWS senior preservice teachers. The first workshop will focus on collaboration and local ownership at the childhood certification level, the second at the secondary level.

The outcomes we hope to achieve are to bring about manageable changes in our current program (effected through the education seminars and field placements) that will enhance the sense of responsibility for all children and adolescents by all our preservice teachers. At the end of the three days of consultation and workshops, we will have, in writing, concrete, workable changes that we can begin to implement in our program, changes that can be brought about without hiring new faculty and ones that will be supported by the teachers and administrators with whom we work.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

The outcomes of our grant work are both direct and indirect. Because we involved all HWS Education Department faculty in our VESID grant activities we were able to generate changes in faculty attitude toward educating inclusively. This common notion of a shared responsibility for educating students with disabilities led to direct changes in our teacher education curricula.

The direct outcome include the following:

1. Materials-The VESID Mini-Grant allowed us to purchase a few books, videos, and CDs that focus on inclusion and/or highlight essential special education concepts. These materials are being used in two ways. They are available to the faculty and students of the education department for reference and they are being used in the preservice seminars on a regular basis. As an example of their use in seminars the video *Adapting Curriculum and Instruction in Inclusive Classrooms* from Indiana University Educational Services is being used in the Teaming and Collaboration seminar and in the Reading and Writing seminar. The *Teachers'Guide to Inclusive Practice* by Snell and Janney (a series of four books) is being used in the liberal arts course (Education 338) on inclusive schooling and the CD ROM *What's Best for Matthew* is being used in a seminar on writing IEPs (Matthew ends up in an inclusive classroom). These are all new additions to on-going seminars that would not have been made if it had not been for the grant.
2. Preservice Seminars-Part of the Hobart and William Smith Colleges teacher certification program consists of preservice seminars and practical Inclusion concepts and materials have been incorporated into the following seminars:
 - Professional seminar for all student teachers-Special education faculty are now participating in the week-long seminar directly preceding student teaching. Furthermore, special education faculty made two half-day presentations to all student teachers: secondary, elementary, and special education.
 - Introductory seminar for all preservice students-Two presentations by special education faculty have now been incorporated into the introductory seminar for all preservice teachers (secondary, elementary, and special education). The seminar content includes the relationship between general education and special education and curriculum adaptation.
 - Seminar on curriculum development for all preservice students-This seminar is taught by a general education faculty person and now incorporates curricular adaptation for students with special needs.
 - Introductory seminar for special education students-The introductory seminar for students pursuing certification in elementary and special education will now have an inclusive and collaborative focus.
 - Final seminar for all student teachers-All preservice student teachers (elementary, special education, and secondary) have now been invited to the special education seminars. Additionally, the final student teaching seminar, that used to be exclusively for special education student teachers, is now for all student teachers. The seminar focuses on portfolios and is followed by a dinner.
3. Special education faculty have taken more responsibility in supervising general education certification candidates, working with them during student teaching and, perhaps even more importantly, working directly with their cooperating teachers.

Hofstra University

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.*

Hofstra University's School of Education and Allied Human Services is actively engaged in a complex and comprehensive re-registration of all of our teacher certification programs, a re-registration process mandated by the New York State Education Department (NYSED). NYS has implemented several initiatives over the past few years aimed at improving the educational experience and academic success of all children in the state. One important aspect of these changes is the development of teacher preparation for inclusive education. As one of the few National Council for Accreditation of Teacher Education (NCATE)- accredited units in NYS, Hofstra's School of Education and Allied Human Services has already incorporated many of the new teacher preparation standards in our pre-service and in-service professional education programs. However, we are taking this opportunity to carefully review and revise our programs, from the foundation experiences (for example, liberal arts concentrations) through field experiences (for examples participatory observation and student teaching). The initial revisions are prepared by each Program Faculty after reviewing the new state regulations, guidelines from NCATE and the relevant professional associations, the recommendations of faculty committees, and the recommendations of our constituents and professional partners in the field. The School's plan includes full faculty participation through 2 faculty committees: a General Education Task Force and a Pedagogical Core Task Force. These 2 committees present their recommendations to an ad hoc sub-committee of the School's Curriculum and Standards Committee, established to coordinate all re-registrations of teacher preparation programs. This ad hoc committee will review each program proposal in light of the NYS Standards for Teacher Preparation, standards which give special consideration to inclusion of students with disabilities and special needs so that they will be prepared to "their highest levels of academic achievement and independence." These 3 faculty committees insure school-wide input on all programs, as well as the incorporation of collaboration with our partners in the liberal arts and sciences and in the field. The timeline for this process includes target dates leading up to an April 1, 2000 date for submission of the final program re-registration proposals to the NYSED.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

During the Spring, 2000 semester, our program faculty in Special Education and Allied Human Services at Hofstra University will be working towards reconceptualizing our teacher education programs for all teachers to work successfully with students with special educational needs. In order to accomplish this goal we are planning three strategic activities which will culminate in an action plan for rethinking our graduate professional preparation program in preparing teachers to work with students with a full range of disabilities in a variety of instructional settings. These activities include: A) Conducting Hofstra/LEA Focus Groups with professional personnel, parents and students associated with programs at institutions of higher learning and local educational agencies; B) Participating in Action Based Research, exploring best practices at local agencies; C) Follow-up Hofstra Program Faculty Professional Working Retreats for the purpose of translating insights from focus groups and research findings into an Action Plan for program modifications in keeping with the New York State regulations governing teacher preparation programs. The Hofstra/LEA Focus groups will be a gathering of key administrative faculty and supervisory personnel from different disciplines in a variety of educational settings from Nassau and Suffolk counties, including representation from parents and students for the purpose of studying a variety of topics related to professional preparation of teachers.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

As a result of our all day conference we were able to develop a variety of potential partnerships with school districts on Long Island and District 75, We spent a considerable amount of time discussing ways

to introduce pre-service teachers to schools prior to student teaching. Many of the suggestions made are now being incorporated into our programs for re-registration.

Ithaca College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare teachers for working successfully with students with special educational needs.*

Currently there are two courses on our campus that specifically address the teaching of students with special educational needs (Adaptive Physical Education) and a course taught by our recreation department titled (Introduction to Special Populations). These courses service approximately 50-60 percent of students in teacher preparation programs. In response to the new regulations an additional course is being developed to meet the need that currently exists for the remaining 40-50 percent of the students in teacher preparation programs.

Although these curriculum changes will meet the spirit of the new regulations a more desirable approach is to infuse inclusiveness throughout all of our curriculum. Presently, most faculty in higher education lack knowledge of the laws and regulations as they relate to working with students with special needs. Furthermore, it is imperative, especially for those in the area of pedagogy, that instruction includes opportunities for students to plan, implement, and assess appropriate models for meeting the needs of student with special educational needs. An additional issue to be addressed at our institution is the area of assistive technology. Although access to this technology is available, its access is limited and faculty is not well versed in its use. Strategies of how to incorporate this technology in to the teacher preparation program are currently being considered.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

To prepare students to work successfully with students with special educational needs three campus wide approaches are being considered. First, we are seeking stipends to support development of a new course and revisions of existing courses to address the issues teachers are likely to face in a classroom setting when special needs students are present. Second, it is our desire to increase faculty awareness and comfort levels in embracing the concept of inclusiveness. It is our intent to hire a team of consultants to conduct workshops to inform faculty about the laws as they relate to working with students with special needs. These workshops will also highlight strategies and skills to teach prospective teachers how to meet the needs of special need students. The third area to be addressed is that of assistive technology. Although Ithaca College has a new teaching faculty to offer instruction in assistive technology very few faculty have been trained to utilize this technology. It is our intent to increase faculty exposure to this technology and develop strategies how to integrate assistive technology into existing courses.

Expected Outcomes:

As a result of this initiative the following outcomes are expected:

- 1 - Development of a new course and revisions of existing courses to address the issue of preparing teachers to work successfully with students with special educational needs.
 - A new course in will be developed to prepare teachers for working successfully with students with special educational needs. Up to four additional courses will be revised to integrate ways to prepare teachers to work successfully with students with special educational needs.
- 2 - Increase faculty awareness and comfort levels in embracing the concept of inclusiveness.
 - Host up to three workshops that focus on issues associated with preparing teachers for working successfully with students with special educational needs.
- 3 - Increase faculty awareness and exposure to assistive technology and develop strategies how to integrate assistive technology into existing courses.
 - Through the Departments of Occupational Therapy, Physical Therapy, and Speech and Audiology offer in-service assistive technology seminars to all

Departments on campus who are preparing teachers.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

At the onset of this project there were three main objectives that were to be addressed. The first focused on the development of new courses to prepare teachers to work successfully with students who had special educational needs. Also in this objective there was a desire to assess the content of existing courses. The second objective focused on increasing faculty awareness and comfort levels in embracing the concept of inclusiveness. The third objective was to increase faculty awareness and exposure to assistive technology.

Objective 1: Development of a new course and revisions to existing courses to address the issue of preparing teachers to work successfully with special educational needs.

Outcomes:

Beginning with the academic year 2001-2002 a new course titled Educating Children with Special Needs will be required of students who do not have exposure to dealing with special need students in other courses required in their particular curriculums.

As a result of attending the workshops supported by this mini-grant significant curriculum revisions have also occurred in two existing courses; particularly in the area of assistive technology. The course syllabi which were revised considerably are Introduction to Special Populations and Adapted Physical Education. Both of these three credit courses are required by a large number of students in our health education teaching and physical education programs. Two "core curriculum" courses were also modified to reflect inclusion. These two courses are Curriculum and materials in Health Education and Elementary Physical Education Curriculum Development.

Objective 2: Increase faculty awareness and comfort levels in embracing the concept of inclusiveness.

Outcomes:

A full day workshop titled "Teaching AU Students: Meeting the Challenge" was held during the first week of May. This workshop was attended by 11 faculty members and focused on disability awareness, learning styles, and multiple intelligence's. The afternoon session was used to identify strategies to incorporate items discussed in the morning session into specific disciplines; including math, science, social studies, health, and physical education. Each participant was provided with a resource notebook to assist them in adopting many of the topics discussed throughout the day. The resource binder also included a number of articles and examples applicable to several disciplines.

Objective 3: Increase faculty awareness and exposure to assistive technology and develop strategies how to integrate assistive technology into existing courses.

Outcomes:

Two half-day Assistive Technology workshops were offered by faculty in Occupational Therapy and Speech-Language Pathology. Thirteen faculty members participated in these workshops. In addition to discussing IDEA safeguards and implications for infusing these into the classroom, an overview of assistive technology was provided. Occupational Therapy and Speech-Language faculty introduced other faculty members to technology, classrooms and labs that are currently available on campus. A discussion about how to share these facilities and use the technology followed.

A number of positive outcomes resulted as a result of this workshop. Some of these include: an offer by OT and SLP faculty making themselves available to design a lecture around the topic of assistive technology, working with individual disciplines to brainstorm possible solutions to problems that are discipline specific, and to identify assistive technology applications that are relevant for specific disciplines.

Lehman College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special education needs.

Lehman College recognizes the importance of preparing all teachers for working successfully with students with special education needs in inclusive settings. The Division of Education proposed a four-day, Faculty Development Institute entitled " **Infusing Special Education in Lehman Urban Teacher Education Program (LUTE): First steps**" which was open to all full-time and Adjunct Education Faculty. This intensive faculty development effort took place on March 22,2000, April 12,2000, May 3,2000 and May 19,2000 and provided the 20 faculty participants with critical information that general education teachers need to know about the characteristics of diverse students with special education needs and instructional strategies that will promote enhanced learning and appropriate classroom behavior. Moreover, this training was provided with a special focus on the uses of technology. Faculty members shared information about special education using Listservs, identified special education resources on the Internet; learned about the range and availability of special education resource materials and videotapes available in the library, and were introduced to an array of assistive technology devices used to support students with disabilities in general education classrooms. Finally, faculty participants reviewed the new teacher education program(s) being developed at Lehman in order to determine the kinds of special education (and technology) information that should be infused throughout the programs and the specific courses where this specialized content should be addressed. Course syllabi and program designs were modified as a direct outcome of this **Faculty Development Institute**.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

Three faculty members from the special education program and a fourth faculty member with a specialty in technology will conducted the **Faculty Development Institute**. The bulk of the award paid for a portion of Professor Susan Polirstok's time needed to coordinate and plan the Institute, to develop training materials, to implement the training, and to do follow up with faculty participants. Professor Polirstok, Chair and Professor in the Department of Specialized Services in Education, has been the College's Chair of the Faculty Development Committee and this **Faculty Development Institute** is consistent with the kinds of work she has done with faculty over the last five years. Working collaboratively with faculty across programs in Education is something we have consistently been doing in the Division of Education and that is why we have chosen to not use outside consultants to facilitate this training. By working from within, the natural linkages for follow-up, especially for our school partnerships, are already in place. Because many of the faculty in the Division of Education are already working collaboratively in schools through our Professional Development Network, our many School-College Collaborative Programs and our most recent USDE GEAR-UP award, the concerns of classroom teachers in the field constantly shape our work at the College.

The outcomes of the **Faculty Development Institute** are as follows:

1. Participants identified specific special education content that should be included in general education courses and modify syllabi accordingly.
2. Participants identified key historical trends in special education leading up to PL 94-142, summarize the most recent IDEA reauthorization (PL 105-17) and the corresponding New York State regulation.
3. Participants have become knowledgeable about IO basic principles of inclusive instruction for exceptional, diverse and at-risk students.
4. Participants are now familiar with the most recent research findings on the

effectiveness of inclusion practices.

5. Participants can describe the characteristics of the various types and degrees of physical; cognitive, sensory and behavioral challenges that children present.
6. Participants have become knowledgeable about IEPs and an IFSPs, understand the role of formal and informal assessment in the evaluation of academic and social behavioral levels of performance, and are able to read and interpret assessment findings in sample case study materials.
7. Participants can describe instructional practices and ways of adapting and modifying curricula in order to facilitate the success of culturally and linguistically diverse children with special needs and link those practices to learning standards at either early childhood, childhood, middle childhood or adolescent developmental levels.
8. Participants have acquired and shared knowledge of special education course content using Listservs, and have previewed useful special education resource websites that would be appropriate for new courses they have designed.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

As a result of our Faculty Development Program, our general education faculty are now more familiar with what specific special education content would be appropriate for inclusion in Lehman's newly designed teacher education programs and in particular, what content should be included in which courses. Given this understanding, the experiences and activities that are offered in various courses for preservice and inservice level teachers can be more cohesive, less repetitive and more consistent with the mission of including special needs youngsters in general education classes. Beyond the many specific outcomes notes in Section B, faculty participants were able to understand the important role they play in shaping teachers who will be receptive and prepared to work with included students in general education classrooms.

The Faculty Development Institute also provided Lehman's Division of Education with a good opportunity for faculty to work together outside their respective departments. Hence the developmental perspective shared by faculty from early childhood, childhood and adolescence enriched the discussions beyond the special education per se.

Another important outcome was the way in which we used technology to help deliver the special education content. First we established a special education resources website for our faculty (Disability Resources, Government, Curriculum Strategies and Interventions, Cable Network Support for Teachers, Student Collaborative Projects, Virtual Field Trips, Research Assistive Technologies, Resources for Parents and Inclusion) and provided them with opportunities to visit sites and determine how they can use technology to infuse special education content in their courses. We exposed the faculty to Listservs and encouraged their participation. We also extended our training to information resources available in our Library and made sure that faculty knew how to access these resources. By incorporating technology into our faculty development program, we were modeling for faculty how they can use technology themselves in their courses to deliver special education content and to provide opportunities for their students to become more sophisticated with technology themselves.

Long Island University – Brooklyn

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.

Our faculty has been deeply involved in developing inclusive undergraduate teacher education programs. These programs, designed for urban pre-service teachers, will prepare teachers to work successfully with all students, including those with disabilities and those who are English language learners.

For an entire year, we have been involved in inquiry descriptive reviews that have allowed us to revamp our entire undergraduate curriculum with a focus on inclusion. We have had presentations by Dr. Gerry Mager and Dr. Simi Linton, author of Claiming Disability: Knowledge and Identity, a book that we read and discussed. We were also involved in the reading and discussion of Teacher Education in Transition: Collaborative Programs to Prepare General and Special Education, edited by Blanton, Griffin, Winn and Pugach.

An entire inclusive curriculum has been developed, with a total of eleven totally new courses and with a new co-teaching model. The childhood inclusive curriculum is attached as an Appendix. As the course descriptions attest, the content of these courses, as well as their fieldwork, will seriously look at the teaching and learning of students with disabilities. We have found that the topic of inclusion has brought us to question some of our previous assumptions about childhood and adolescence and has transformed the way in which we talk about development and the way in which we address teaching and learning.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

1. Development of the co-teaching model. During the Spring semester, Prof. Valerie Lava, a Professor of Special Education with vast experience in inclusion models will be released to experiment with co-teaching the traditional methods courses. Prof. Lava will visit and observe lessons, will co-teach some lessons, and will act as a resource to the faculty in the Department of Teaching and Learning. As a result, we will be able to better identify the general education faculty who will need support as well as the issues of teaching for disability that we will need to explicitly address. In addition, Prof. Lava and other faculty will visit other IHE's to become more familiar with other co-teaching arrangements. As a result, we will be able to organize the new curriculum to maximize co-teaching.

2. Identification of inclusive placements for fieldwork and student teaching

At present, the only inclusive placement we use is the Children's School,, an excellent all-inclusive school in District 1S. Prof. Lava's release will also enable her to identify inclusive placements for our students, as well as start a network of school-based support for students.

3. An area of the regulations in which our program is weak is that of assistive technology. This award will allow all faculty to visit sites where assistive technology is used and to bring in consultants to help us develop that part of the program. As a result, our curriculum plan will meet the new SED regulations.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with disabilities?

The VESID mini-grant supported the efforts of faculty members, Dr. Laurie Lehman and Dr. Valerie Lava, to conduct research on inclusive schooling. The qualitative research study entitled, "Inside Looking Out: Student Perspectives on Inclusive Education" explored the experiences of typically developing students and students with disabilities who were being educated together in 3rd, 4th, and 5th grade general education classrooms. Interviews with students were audio taped and later transcribed into text for analysis. Mini-grant funds financed the transcription process. Findings of the study revealed students' thinking on instructional practices such as co-teaching and cooperative learning groups, peer support, pull-out services, and the paraprofessional-student relationship. Preliminary findings were presented at

the International TASH Conference and shared at an LIU Faculty Showcase in December 2000. Findings of the study and the process of interviewing children firsthand enrich the courses taught by Dr. Lehman and Dr. Lava in the personnel preparation programs at LIU. Through efforts such as these, faculty members are actively exploring ways to prepare teachers to work with *all* students including those with disabilities. Plans are underway to submit the findings of the study to a peer-reviewed journal for publication. The VESID mini-grant will be cited in all publications as a source of support for the study.

Faculty in the Department of Teaching and Learning, which includes the areas of childhood education, special education, language, literacy and culture, and math, science, technology and physical education, share a collection of books and videotapes on the topic of inclusive education that was subsidized with mini-grant funds. The collection includes current titles by well known authorities in the field providing faculty access to state-of-the-art references that can inform the creation of new courses and infuse existing courses with new thinking about educating learners with disabilities. The books span the age range from early childhood through secondary education and include specific content areas such as physical education. Philosophy and critical issues of inclusive education are included in the collection as well as, pragmatic content such as strategies and methods. This collection is particularly useful as the faculty at LIU continues to develop new graduate teacher training programs.

Dr. Valerie Lava and Dr. Klaudia Rivera are currently developing an inclusive B.S./M.S. program which unites the areas of Early Childhood Education and Early Childhood Special Education. Graduates of the program will receive initial certification in Early Childhood Education and a second certification in Early Childhood Special Education. Release time support provided through the mini-grant, afforded Dr. Lava the opportunity to work on developing this new program. The Unified Early Childhood Program developed by Dr. Vivian Correa and her colleagues at the University of Florida @ Gainesville provided a model for the development of an inclusive early childhood program at LIU. Dr. Lava and Dr. Rivera investigated the development of the program at the University of Florida through reading journal articles and book chapters and networking directly with Dr. Correa via email and telephone conversations. Although a visit to the University of Florida was in the making ongoing schedule conflicts ultimately aborted the travel plans.

Dr. Valerie Lava visited several early childhood programs in an attempt to develop sites for student teaching and fieldwork placements for future students in the inclusive early childhood program at LIU. During these visits, Dr. Lava was able to gain a sense of the personnel needs of the programs and this information informed the development of course content. Dr. Lava was also able to recruit administrators and teachers to serve on an advisory board for the planned program. The Inclusive Early Childhood Program continues to be in the development stage with implementation planned for September 2002.

Carol Schaeffler, the Director of the Assistive Technology (AT) Center at Brooklyn College is advising faculty in the Department of Teaching and Learning on how to infuse information on AT into course content to ensure compliance with new SED regulations. Dr. Lava is in communication with Ms. Schaeffler planning future collaborations.

Long Island University – C. W. Post

- A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.***

The School of Education consists of several departments that have been fairly independent in their curriculum offerings within their teacher preparation programs. Thus, the preparation of elementary and secondary education teachers conformed to a curriculum that insufficiently addressed the inclusion of students with disabilities in general settings. With the increasing interest in inclusion within our region, our graduates were in need of further preparation. In light of the ongoing requirement that all teacher preparation programs meet new standards and apply for recertification an opportunity presented itself for a modification of the existing programs. Faculty representing the field of special education suggested the addition of two new required courses, taught by faculty within the Department of Special Education, one an introduction to special education and one on implementing successful inclusion. These suggestions were accepted and the process has begun to include such courses in the curriculum for all elementary and secondary students. As a next step, we plan to have our faculty that prepare general educators understand the needs of students with disabilities and modify their respective courses to reflect those needs.

- B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.***

The current award will provide support for the development of attitudes, knowledge and skills needed in faculty that prepare general educators and for the modification of their teaching. Through a variety of strategies, including lectures, discussions, visits, conferences, we will provide the necessary information for faculty to understand the needs of components that they would include in their own courses. As a result of this funding, we expect approximately 8 members of the faculty, currently preparing general educators, to be increasingly knowledgeable about inclusion, the needs of students with disabilities as well as how to better prepare general educators to meet those needs. In addition, we expect these faculty to either add components to their existing courses, or to modify their existing curriculum to reflect the needs of students with disabilities.

- C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?***

The seven members of the Department of Curriculum and Instruction that attended the workshops on inclusion all began the process of modifying the courses to included information that better prepares their prospective teachers to work with students with disabilities. These changes will continue to be discussed and explored beyond the ending dates of the project. These faculty members represented diverse areas, including educational foundations, early childhood education and methods of teaching.

As the modified courses are delivered, those prospective teachers will be better able to successfully work with students with disabilities. In addition, it is assumed that the process of course modification will continue as the faculty members integrate the new ideas into their courses. Along with the ongoing curricula changes described in Section A. (above), it is believed that all of our graduates will be better prepared to successfully work with students with disabilities.

Manhattan College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The Education Department at Manhattan College would like to examine and improve all the courses in the elementary and secondary programs for the purpose of infusing more concepts on inclusion and diversity across the curriculum for teacher education and preparation for working with students with special needs.

In order to do this, the faculty will collaborate with community schools, teachers and parents of children with and without disabilities, as our students in teacher preparation programs are placed in these community schools for field experiences. A four dimensional plan is described below in "B".

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The current award would be used to develop a four dimensional plan to improve the teacher education curriculum and field placements in the community. Phase 1 will be to examine the existing curricula and coursework, and identify areas that need modification to better prepare teachers-in-training to work successfully with students with special educational needs. Phase 2 will consist of consultation of experts on inclusion to design workshops to educate faculty, community leaders, teachers and parents. Phase 3 will consist of working teams of faculty, teachers and parent to develop suggestions for field experiences and modifications within community schools to improve inclusion techniques and models. Phase 4 will consist of the development and piloting of field studies to implement the plan and evaluate its success.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Our entire Education and Physical Education departments have benefited from the Inclusion Workshops implemented through the VESID mini-grant targeting teacher preparation. Our increased liaison with the local education personnel has opened our eyes to the current practices of inclusion and how they will change in the near future. Through collaboration we have initiated some exciting new mentorships and fieldwork for our college students in addition to the regular student teaching experiences. In addition, our Manhattan College faculty has greatly improved their knowledge of what effective inclusion practice means and what the law already has in place, as evidenced by written answers to questions sent to workshop participants. We also used grant money to purchase videotapes and CD ROM's to practice and discuss inclusion implementation. All faculty have revised their course content to reflect the philosophy of inclusion and there is team-teaching planned for next semester.

Marymount College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.

As a result of its membership on the Higher Education Task Force on Inclusive Education of the Systems Change Project for the past six years, in July 1998 the Education Department at MCT was granted approval from the NYSED to offer an accredited Inclusive Teacher Education Program with dual initial certification in Childhood Education and Special Education. At the present time, the program has recently received approval for a dual initial certification program in Adolescent Education and Special Education as well.

All courses throughout the Inclusive Education Major have infused content related to special needs populations so that the program's preservice teachers will be prepared for creating effective inclusive classrooms with the necessary knowledge, practices and values. The Elementary Education Major and Secondary Education Major programs have been discontinued as separate tracks of study. They have been combined within the Inclusive Education Major so that all Marymount graduates will be prepared to work with learners of diverse and special needs. In order to promote and reinforce the philosophy that teachers need to see themselves as inclusive educators needing to master the strategies to address learners with and without disabilities within the classroom program.

One of the most challenging parts of creating and maintaining a high quality and effective Inclusive Education program is placing Education Majors in effective inclusive classrooms to serve as laboratories for their professional development as inclusive teachers. We believe that an integral part of the program's success is to involve public school teachers who work with Marymount Education student teachers and field placement students in an effective and organized way. The teaching behaviors and attitudes of cooperating teachers play a critical role on the development of inclusive teachers. Consequently, public school teachers need to be considered as valued colleagues and partners in the Inclusive Education Program who can regularly meet and work with college faculty as a collaborative team dedicated to offer a high quality teacher training experience for preservice teachers preparing for inclusive classrooms. Since it is difficult for schools to offer teachers released time to meet with the Education Department faculty, the proposal being submitted will make it possible for the next group of student teachers completing the Inclusive Education Program.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

With funding, twelve cooperating teachers can be paid stipends to attend two all day summer workshops and three additional two hour meetings spread out throughout the academic year to (!) offer input to the Education Department concerning the relatively new Inclusive Education Program and the field placement performance of the Education Majors; (2) self-examine their own teaching practices related to meeting the needs of students with special needs; and (3) expand their knowledge and expertise of inclusive and collaborative practices through case study discussions, demonstrations, viewing of instructional videotapes and resources for inclusion.

The Department of Education at Marymount believes that this project will enable cooperating teachers to better serve as role models and mentors to their student teachers and field placement students which in turn will result in contributing to the preparation of new teachers who will be more skilled in inclusive practices. In addition, college faculty will also visit the participating teachers in their classroom sites throughout the school year to offer additional support and feedback to inclusive practices and authentic teaching episodes.

The Department firmly believes that if cooperating teachers see themselves as valued members of a collaborative team, they will be increasingly committed to support preservice inclusive teacher education through quality site based experiences. This project will afford the Education Department to be more successful in placing Education Majors with teachers who effectively work with students with special educational needs with inclusive classrooms.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Our VESID Grant Project has enabled our Education Program to further promote our efforts to collaborate with cooperating teachers who mentor preservice teachers in the local public schools by offering professional stipends for attendance at a series of workshops at the college. During the grant sponsored two day workshops in August and a follow-up meeting in November, ten teachers met with two full time faculty members of the Education Program of Marymount College Tarrytown to collaboratively reflect on current inclusive practices and to offer recommendations to further strengthen the Inclusive Education Program offered at the college for the past two and a half years. Workshop members participated in a review of current research on inclusive practices, discussed authentic challenges they face within their inclusive classrooms and explored strategies for curriculum adaptations and accommodations to address diverse pupil needs. These discussions offered classroom practitioners an inside view into the content currently included in courses of the Inclusive Program at Marymount..

Another major focus of the sessions was to further acquaint the cooperating teachers with the goals and objectives of Marymount's state accredited Inclusive Education Program leading to provisional certification in elementary education and special education while gaining their input to further strengthen the program. As part of the second workshop day in August, a number of Fall 2000 student teachers joined the session and together with the teachers, revised the current student teaching evaluation forms to be more inclusive and to address additional areas of classroom teaching identified as being important. Requirements of the student teaching experience were reviewed with an emphasis on a collaborative and co-teaching model so that our student teachers will be given ample opportunities to prepare for inclusive classrooms. In addition, to further explore the value and challenges of co-teaching, a case study dealing with the dilemmas of a special education teacher attempting to collaborate with general education colleagues took place with lively discussion and problem solving. During the November meeting, strategies for differentiating instruction using VESID's Tools for Instruction Handbook were discussed as well as the Higher Education Task Force on Inclusive Education's Teacher Education Standards for Inclusive Schooling.

As a result of the meetings and the data participants reported on the evaluation forms, we believe that we will be better able to better prepare our students to be more effective inclusive teachers. Cooperating teachers indicated an increase in their own understanding of the goals of inclusive classrooms and the outcomes of an inclusive teacher education program which will enable them to better mentor our program's student teachers.

A number of specific suggestions of the cooperating teachers regarding content to be included within the Teacher Education program were: interpersonal skills, strategies for working with teaching assistants and parents, and classroom management skills. They also offered suggestions regarding the length of time for student teaching and the importance of preparing new teachers to understand the dynamics and skills involved in working with teaching assistants within inclusive classrooms. More important perhaps than these suggestions was the opportunity to have cooperating teachers gain insight into the importance of their role as co-teachers and mentors to new teachers who are being prepared for inclusive practices and to be able to feel valued as a colleague by Marymount's Teacher Education Program with a small stipend to thank them for their efforts and interest.. We look forward to continued collaborative efforts with our colleagues in the classrooms who play such an important role in the preparation of our preservice teachers.

Marymount Manhattan College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The overall institutional plan to modify and develop the teacher education program to prepare all teachers for working successfully with students with special needs is grounded in the commitment of Marymount Manhattan College to a strong Liberal Arts program which, as stated in its catalogue, emphasizes that "diversity is our strength" and that "we will continue to honor and build diversity in every form: cultural, economic, geographic and intellectual..." (p. 1). Specifically the teacher education program to date has reflected this orientation through its commitment to "the Inclusive Elementary (Pre K-6) and Special Education Program" which "addresses needs of classroom teachers in serving a diverse student population" (p. 14). In the catalogue description of the program overview, it is highlighted that "through coursework and professional field placements, teachers ... will develop the knowledge and skills needed to work with children with varying learning needs" (p. 15).

Currently, as part of an overall College-wide Strategic Plan initiative, "Raising Expectations", Marymount Manhattan College has named "Program Development" as one of its goals. The focus of this vision is "to develop new academic programs and to strengthen existing ones which are responsible to the emerging job markets, particularly in business, computing, education, healthcare and science". Integrating these College-wide objectives with the new NYS Department Regulations regarding teacher preparation and certification, the Marymount Manhattan College Education Department has been engaged in a self-study which has involved reviewing and redesigning various aspects of its inclusive education programs in an effort to strongly institutionalize quality inclusive schooling.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

Central to the mission of the development and modification of the Teacher Education Programs at Marymount Manhattan College is a commitment to inclusive education which highlights excellence through a strong Liberal Arts curriculum, creative instruction, reflective constructivist inquiry, and responsiveness to the diverse needs of society and students as goals. Specifically, the current award will be used to support the overall plan by making possible, quantitatively and qualitatively, the initiation of a program design which places particular value on ongoing collaborative efforts to institutionalize quality inclusive schooling in our college and school learning communities.

Outcomes from these efforts will include institutionalizing at least one faculty member initially as a liaison immersed in interactions with the learning communities in an effort to initiate and to maintain ongoing collaborative partnerships for quality inclusive schooling. Part of the initial responsibility of this person would be to begin collaboration with approximately twenty-five school sites through initial contact visitations at the sites. Potential partnerships for field work placements would be discussed with faculty and appropriate documentation compiled in an active directory. The local school teachers and administrators with whom contact has been initiated will be invited to join the Marymount Manhattan Education Department faculty for a series of meetings to exchange perspectives on and to collaboratively create quality inclusive schooling field experiences. At least five of these participants will be invited to review jointly with the Marymount Manhattan faculty the proposed education program revisions and will be reimbursed for such release time from their school responsibilities. Throughout this highly interactive process, the Marymount Manhattan faculty will integrate insights from participants into the written component of the re-registration process and will take advice on this ongoing project from an outside consultant experienced in quality inclusive school issues.

Perspectives on already established collaborative relationships initially will be explored through Marymount Manhattan faculty members' visitations to other institutions to learn about program components that effectively achieve inclusive schooling teacher education preparation outcomes. One faculty member will visit Nazareth College for two days; one faculty member will visit Hofstra University at three different intervals; five faculty members will visit a potential articulation partnership site, Banks Street College; and one faculty will visit an art program with students at the Lower Lab School.

One faculty member will be released from some ordinary responsibilities to liaison with faculty within and outside Marymount Manhattan College in the process of designing new program elements and drafting descriptions for faculty review. Responsibilities would include visiting approximately twenty-five school sites and facilitating concomitant discussions and documentation on insights pertinent to quality inclusive schooling.

An active directory of contact personnel at each site with whom contact was initiated and who are interested in the promotion, development and implementation of inclusive schooling will be developed. It will be utilized as a resource for ongoing collaborative partnerships which will serve to increase the college faculty presence in school learning communities and to increase the school teacher and administrator presence in college learning community experiences.

To place value on the interactive nature of this ongoing experience, the Marymount Manhattan faculty will host an initial series of meetings with these local teachers and administrators to develop collegial partnerships for the purpose of creating field experiences which will engage preservice teachers in quality inclusive schooling. Release time for approximately five of these public school faculty will be provided so that they can join the faculty at the college and participate in the planning and reviewing of the re-registration process.

Throughout this process, an outside consultant who has experience with inclusive education program development will be hired to advise on the progress of the program design. It is hoped that Nancy Dubetz or another member of the Higher Education Task Force on Quality Inclusive Schooling will be available to assist the Marymount Manhattan College faculty in this capacity.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Central to the mission of the development and modification of the Teacher Education Programs at Marymount Manhattan College, is a commitment to inclusive education which highlights excellence through a strong Liberal Arts curriculum, creative instruction, reflective constructivist inquiry, and responsiveness to the diverse needs of society and students as goals. Specifically, the mini-grant was used to support this overall plan by making possible, quantitatively and qualitatively, the initiation of a program design which places particular value on ongoing collaborative efforts to institutionalize quality inclusive schooling in our College and school learning communities.

Outcomes from the min-grant efforts included some initial institutionalizing of a faculty member to serve as a liaison to being initial interactions with the College learning communities in an effort to initiate and to maintain ongoing collaborative partnerships for quality inclusive schooling. Part of the initial responsibility of this person was to begin collaboration with approximately twenty-five school sites through initial contact for potential visitations at the sites. To date forty-four responses incorporating almost ninety classroom visitation sites located in the New York City Boroughs and Long Island have responded to the initial survey of interest in this regard. A directory of these sites has been designed for current use and is open to further development in the future. It is an active directory of contact personnel at each site with whom contact was initiated and who are interested in the promotion, development, and implementation of inclusive schooling. It will be utilized as a resource for ongoing collaborative partnerships which will serve to increase the college faculty presence in school learning communities and to increase the school teacher and administrator presence in college learning community experiences.

Unfortunately, due to significant constraints on time, financial, and personnel resources resulting from very substantive unforeseen circumstances, changes, transitions at the College during the time allotted for this project, proposal initiatives dealing with further collaborative on-site meetings were not viable for implementation during this time.

Into the future, it is anticipated that potential partnerships for field work placements will continue to be discussed with faculty and appropriate documentation will

continue to be compiled in the active directory. It is hoped that as Marymount Manhattan College completes its current searches for a new President, Dean and Specialized full-time faculty and engaged in the Middle States process, many aspects of the original mini-grant proposal will continue to receive attention. Part of that hope is that local school teachers and administrators with whom contact has been initiated will be invited to join the Marymount Manhattan Education Department faculty for a series of meetings to exchange perspectives on and to Collaboratively continue to create quality inclusive schooling field experiences.

Medgar Evers College - CUNY

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.

Our overall plan is to modify the teacher education program at Medgar Evers College in order to meet New York State standards as they relate to students with special needs. We intend to design courses that will enable prospective teachers to embrace inclusion and possess the skills, knowledge and understanding to facilitate learning in an inclusive classroom. Our schema includes the following components:

1. The Education Department will host a symposium with experts in the field of special education to serve as a forum for discussing issues involving inclusion. Teachers and administrators from neighboring school districts will be invited.
2. MEC faculty will visit other institutions with exemplary programs such as early intervention sites, public schools and colleges to become knowledgeable about inclusion and working with special needs students in the classroom.
3. The faculty will hold a conference to examine and redesign courses to include methods of working with special needs students in an inclusive setting.
4. Consultants will be brought in to work with the education faculty in implementing changes in our courses.
5. MEC faculty will be released to coordinate the modifications of the teacher education program that will prepare pre-service teachers for working successfully with special needs students.

At Medgar Evers College, we are striving to adapt teacher preparation to the demand of the inclusive setting. We will revise our teacher education methods courses to incorporate the values, knowledge and teaching practices needed for teaching in the inclusive classroom, as well as meeting the New York State standards. For example, a course in the elementary school teaching methodologies will include a component that will be devoted to the teaching of reading to children with special needs in the inclusive classroom.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

1. The MEC Education Department will host a full-day symposium with neighboring school districts.
Outcome: Partnerships and learning communities will be established with neighboring school districts to facilitate their efforts to provide field experiences in inclusive classes for our pre-service teachers.
2. MEC faculty will visit schools and other institutions with exemplary programs for special needs students.
Outcome: Faculty will obtain information and new ideas to improve our program.
3. A conference will be held by MEC faculty to examine and redesign courses.
Outcome: Strategies will be formulated to construct methods of working with special needs students.
4. Consultant will be utilized.
Outcome: Consultants will assist MEC faculty in implementing curriculum changes.
5. MEC faculty will have release time to coordinate program modifications.
Outcome: The modifications of the teacher education program will be facilitated.

A. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The overall plan was to modify the teacher education program at Medgar Evers College in order to meet New York State standards as they relate to students with special needs. We are in the process of

designing methods courses to enable our prospective teachers to embrace inclusion and possess the skills, knowledge and understanding to facilitate teaming in an inclusive classroom.

1. One member of the Education Department's faculty was released to coordinate all VESID grant activities, and to coordinate modifications in the teacher education program to include students with exceptionalities in regular classrooms.

2. On Friday, April 7, 2000, the Medgar Evers College Department of Education hosted a symposium entitled "New Standards In Teacher Education: Inclusion of Students with Special Needs" (see attached agenda).

Outcome: Partnerships and learning communities were established with three neighboring N.Y.C. school districts; 13, 15 and 17. These school districts are providing field placements for our prospective teachers in inclusive classes for the Fall 2000 and Spring 2001 semesters and beyond.

3. On Thursday, May 11, 2000, the Medgar Evers College Division of Special Education and the Special Education hosted a workshop meeting with Ms. Diana Sevayega, Associate in Teacher Education, New York State Department Office of College and University Evaluation. Ms. Sevayega presented "Teaching to Higher Standards". After her presentation we had a question and answer session which proved to be very informative

Outcome: Strategies were formulated to revise methods courses and meet state guidelines and regulations, regarding inclusion of special needs students.

4. The Medgar Evers College Education Department's faculty (including adjunct Special Education faculty) meet monthly - August through December, to revise curriculum courses in Special Education and all of our regular education methods courses to include strategies of working with exceptional children in inclusive classroom settings

5. A joint meeting with the Department of Education's faculty of Buffalo State College and the Medgar Evers College Education Department's faculty is planned for December 6, 2000. This workshop will focus on collaboration, discussion groups and sharing of ideas and methods of working with exceptional students in an inclusive classroom setting. Models of inclusion will also be discussed.

Expected Outcome: Medgar Evers College, faculty will obtain information, strategies and insights on preparing prospective teachers to work with exceptional students in the inclusive classroom.

Molloy College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working, successfully with students with special educational needs.*

Existing curriculum was modified to widen the focus of teacher preparation to include students with special needs in regular education classrooms. Additional courses were developed for a proposed graduate program in special education. These courses will prepare pre-service teachers to effectively incorporate the strategies and techniques necessary to successfully educate all students. The participation of teacher candidates engaging in field experiences, which evidence successful inclusion models, will be increased.

Sare DeSimone-Rottmann, hired as a consultant, moderated the discussion of effective teaching practices for students with special needs and advised on program redesign. A needs assessment survey was used to obtain data about inclusion models.

Representatives from five local school districts, including high need districts, met for two afternoon sessions to brainstorm and discuss the need for student teachers to be involved in more inclusive settings. These inclusion experts assisted in the redesign of field experiences and made suggestions for development of new courses.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

The award was used to design a new program which would offer childhood/special education and adolescent/special education as dual certification areas. The program needed to be redesigned from a K-12 special education perspective to a program with specific objectives to help prepare all teachers for working successfully with students with special educational needs. Members of the Education Department needed release time to collaborate with public school faculty who have already implemented successful inclusionary programs.

In addition to the integration of special education theory and practice within the childhood or adolescent education program, a minimum of three new courses will be designed in accordance with the NCATE Curriculum Guides: Initial and Advanced, Programs in Special Education, suggested by the Council for Exceptional Children. These courses will be: Characteristics of Learners with Disabilities, Diagnosis and Evaluation of Students with Special Needs, as well as Professional, Ethical Legal Practices/Foundation of Education for Special Education Teachers. Outcomes for pre-service teachers will include improved knowledge of the New York State Learning Standards, increased ability to teach effectively to diverse populations and ultimately an increased number of teachers with dual certification able to successfully teach students with special needs.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

Upon tallying the results of the attached survey that was completed by 58 school districts in Nassau and Suffolk Counties, a group of representatives from five school districts were invited to participate in a round table discussion. Districts were selected based on the following criteria:

1. High incidences of poor student performance on state assessments.
2. Above 9% student classification as handicapped.
3. An attempt to implement inclusion models for the 1999-2000 school year.

The five districts selected met all of the above criteria and each district sent one representative. The representative discussion groups was made up of central office administrators, building level administrators and a teacher. Perspectives from all levels of public education are necessary to create a change model.

The outcomes of the efforts of the group including the following:

1. Needs of students requiring (AIS) academic intervention services were more finitely defined.
2. Professionals presently in the field presented a list of skills that student teachers and new teachers need to develop in college classrooms to meet public school student demands.
3. College administrative staff, student teacher placement officials, and professors responded to district representatives regarding how they are meeting present student teacher needs as well as new course development to meet further needs of at risk students at all levels of public education.
4. Focus and short term criteria was established regarding the factors that make inclusionary models successful.

Mount Saint Mary College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

The overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special education needs will deal with reevaluating and refining our current inclusive elementary education program which was initiated in 1997, and developing an inclusive program for middle childhood and adolescent education.

Mount Saint Mary College is very supportive of our programs. We are a College of approximately 1200 undergraduate students, a third of whom are seeking certification in addition to having a liberal arts major. As our first elementary inclusion students are facing student teaching, we have identified a number of areas to work on: The integration of general education and special education components is already being addressed at Division of Education weekly meetings. The components for which we need your financial support relate to our collaboration with the liberal arts faculty and with current practitioners to develop new courses and inclusive practices at the middle school and secondary levels.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

We are seeking financial support from VESID to be able to release a faculty member from some ordinary responsibilities to be able to work with liberal arts faculty, in particular, the Arts and Letters, Mathematics and Computer Science, and Natural Sciences Divisions, to promulgate the new Standards. The anticipated outcomes would be the development and subsequent offering of new courses in 1) language acquisition for nonnative speakers, 2) the arts in education, or the arts as a way of knowing, and 3) integrating curricula supporting the teaching of the MST Standards. We are seeking support to collaborate with current practitioners and experts in areas noted to help design the courses and programs.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

Our certification programs at Mount Saint Mary College are better able to prepare teachers for successfully working with students with special needs in a number of ways.

1. We have been able to get all our education faculty to commit to preparing all preservice teacher education candidates for inclusive classrooms.
2. We reviewed and correlated cooperating teacher evaluations of our first group of elementary inclusion program students teachers with their academic grades to determine program strengths and weaknesses.
3. We worked closely with liberal arts faculty to revise and develop new courses, such as an interdisciplinary math-science-technology offering by those liberal arts departments which includes and addresses the New York State Learning Standards.
4. In revising our graduate programs and designing our secondary inclusive program, we invited all our graduates from graduate programs who were currently teaching to come to various scheduled meetings. At those series of meetings, we elicited feedback on how well they were prepared to deal with inclusive classrooms and what they thought were necessary components to be effective inclusion teachers.
5. We used an outside consultant, a member of the Task Force, to educate us, the education faculty, on English language learners and advise us on what all inclusion teachers need to know. We began acquiring materials and resources she recommended. Other faculty pairs (a general educator and a special educator) gained knowledge and skills from consultants in specific areas that they would be addressing (differentiating instruction and other inclusive classroom practices, classroom management and violence prevention).
6. We are revising our graduate childhood programs to be inclusive for all teacher certification

candidates.

7. We designed an undergraduate and are designing a graduate program for secondary teachers which leads to dual certification, modeled on our undergraduate childhood inclusive certification program .

Nazareth College of Rochester

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

1. Disseminate information on all components of new requirements adopted by the Board of Regents and information on institutional implications of these requirements to college president, vice-president for academic affairs, chairs of all liberal arts and science programs and faculty in education programs.
2. Establish three planning teams to focus on new regulations regarding teacher preparation, including a focus on inclusion in certification programs at the undergraduate, post-baccalaureate and graduate level.
3. Identify and hire an outside consultant who will work across the three planning teams to compile data and write a summative document relative to the re-design of the teacher education programs.
4. Design and implement a full day faculty retreat, interdepartmental in scope, to plan appropriate inclusion components into course work and fieldwork.
5. Review all education course syllabi with respect to new regulations and inclusive education programs; design and implement necessary course changes and/or design new courses as needed. Change catalogue descriptions.
6. Develop a community wide inclusive education network that will include all public and private schools with which we have established field placements, internships or student teaching sites. Provide opportunities for educators, paraeducators and parents to learn about best educational practices.
7. Seek institutional support for a new staff position working with program directors. This professional will establish and coordinate inclusive education and other field experiences for all certification programs.
8. Collaborate with college faculty in liberal arts and science programs to 1) identify any necessary revisions of course content to reflect preparation for pre-professional education relative to New York State Learning Standards and 2) identify recent research on the social, economic, psychological and educational implications of inclusion. Identify specific courses where this inclusion research maybe appropriately infused.
9. Review college library holdings on best practices in inclusive education and add to collection as needed and as budget allows.
10. Create and participate in a network of local colleges to share information on best practices in teacher preparation programs and explore possibility of video teleconferencing to exchange ideas on preliminary program re-registration plans.
11. Appoint graduate research assistant to assist with related research and assist with meeting facilitation.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

1. Identify and hire an outside consultant who will work across the three planning teams to compile data and write a summative document relative to the re-design of the teacher education programs.

Outcome: Data compiled and summative report written regarding prog Consultant will review revised course 9

2. Review all education course syllabi with respect to new regulations and inclusive education programs; design and implement necessary course changes and/or design new courses as needed. Change catalogue descriptions.

Outcome: a) Revise course syllabi to include information on inclusive and other necessary changes to comply with new regulations. Graduate research assistant used to compile data.
b) Course bibliographies expanded to include information on inclusive education.

3. Establish a community wide inclusive education network that will include all public and private schools with which we have established field placements, internships or student teaching sites. Provide opportunities for educators, paraeducators and parents to learn about best educational practices.

Outcome: Host a community wide inclusive education network meeting. Provide stipends for 3 0 public school educators to join in campus planning.

4. Create and participate in a network of local colleges to share information on best practices in teacher preparation programs and explore possibility of video teleconferencing to exchange ideas on preliminary program re-registration plans.

Outcome- Provide travel support for faculty to attend meetings at local and regional sites.

5. Appoint graduate research assistant to assist with related research and assist with meeting facilitation.

Outcome: Related research compiled by graduate assistant on inclusive education and best practices disseminated to college faculty and community schools.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Money from this grant was used, in part to fund additional hours from the consultant and have additional graduate assistant support. Grant fund were also used to host planning meetings with the Advisory Board as well as with district personnel.

New York City Technical College-CUNY

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

New York City Technical College's baccalaureate programs in occupational and technology teacher education are the only programs of its kind in the City University of New York system. As stated in its mission, City Tech is committed to serving the city and state by providing proficient graduates and assuring high quality programs. The teacher education programs are currently proposing changes in the curricula to better equip its graduates to serve the diverse student Population of New York, while also complying with the Board of Regents new standards for programs preparing classroom teachers.

Included in the proposed curricula changes are the addition of new supervised internship experiences designed to expose teacher candidates to the classroom environment and the daily routines of classroom teaching. This addition reflects the new State guidelines that require all teacher candidates to complete at least 100 hours of field experience before enrolling in supervised or student teaching. These experiences will also provide teacher candidates with an opportunity to become familiar with and appreciate the special needs of students in an urban classroom.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

Numerous studies have shown that using computers in classrooms with exceptional students can have a very significant positive impact on the teaching and learning process. However, in order for teachers to transform their teaching style in an effort to create successful learning experiences through incorporating the use of the computer for all students, teachers must have rich learning experiences of their own as well. Quite often teachers prepared to integrate technology into instruction, to facilitate the inclusion of students with special education needs within regular classroom settings, are unable to practice the skills learned because of limited resources, outdated technology and the lack of technical support. The current award would provide an opportunity for teacher candidates to collaboratively develop adaptations and modifications for students with special education needs with their mentor teacher during a field-based experience. Ultimately, these activities have the potential of being incorporated as a component of the teacher education curriculum. Specifically, this effort is designed to develop competencies in the following areas:

- Methods in modifying curriculum and instructional delivery
- Methods in adapting instructional materials.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

The current award supported professional development activities for pre-service and in-service teachers through funding a series of workshops held during the Spring 2000 semester. Twelve interns from the Occupational & Technology Teacher Education Programs at New York City Technical College and four mentoring teachers from the New York City Board of Education middle and high schools participated in 3 all-day workshops. The first workshop covered technology integration methods, the second focused on writing across the curriculum and the third was an "round-table" discussion on at-risk student issues. The theme for all workshops centered on identifying new strategies to facilitate the inclusion of students with special education needs within regular classroom settings.

New York University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The School of Education at NYU is currently undergoing a redesign of all teacher education programs at the undergraduate and graduate levels of study. The school of education formed a Task Force, with representatives from all teacher education programs throughout the school. This task force has been studying and collaborating regarding content and skills necessary for all teachers. Professor Lisa Fleisher representing Special Education from the Department of Teaching and Learning has been an active member of this task force, ensuring that all teachers are Prepared to work successfully with students with special needs.

Currently, at the undergraduate level, there are three major initiatives effecting special education: 1) we are planning a set of core courses for all teaching candidates which will include ideology and knowledge about diverse students in diverse settings; 2) all undergraduate teaching candidates at the early childhood level and at the childhood level will enroll in newly designed early childhood/special education or childhood/special education dual certification curricula.; and 3) at the secondary level, in addition to the core courses, all secondary teacher candidates will take a newly developed course entitled "Adapting Instruction for students with disabilities in general education settings." We will be addressing the pre-service master's programs and anticipate similar curricula plans, starting Fall 2000.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The redesign of our teacher education programs at the undergraduate level is a tremendous undertaking, especially at the early childhood and childhood levels. An integrated dual certification program will replace the current childhood program and separate special education program. A new early childhood/special education program, preparing teachers to work with all young children and their families in a range of settings will be developed where none existed before at the undergraduate level. These two programs will require the development or significant revision of approximately 20 new courses.

The current funds will be used to support three professors who will be developing the new courses for the newly designed childhood/special education program and early childhood/special education program. In addition, these three faculty members will spend the summer drafting the proposed Master's level pre-service programs, interfacing education of children with disabilities and the childhood and early childhood curricula. The draft should be ready for faculty review in the fall 2000.

The outcomes will be the course descriptions and syllabi for the courses to be offered in:

- 1) the childhood/special education program
- 2) the early childhood/special education program
- 3) the secondary level course in "Adapting instruction for students with disabilities in regular education settings"

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

We have accomplished each of our goals. First, at the undergraduate level we have had two new programs approved for dual certification:

Childhood/Childhood Special Education *and* Early Childhood/Early Childhood Special Education. Thus all undergraduates from the NYU Childhood and Early Childhood programs will be dually certified in both general and special education at the relevant developmental level and consequently be prepared to work successfully with students with disabilities.

We also collaborated with our colleagues in the secondary education programs during the revisions of the secondary level teacher education curricula. As a result of these efforts, topics relating to students with disabilities will be infused throughout the program courses, fieldwork and student teaching seminars. In addition, every secondary education program will require a course taught by the special education

faculty entitled “Educating Students with Disabilities in the General Education Classroom”. This course is designed specifically for undergraduate students in secondary education programs.

Further, we worked throughout the spring and summer (and continued through the fall) designing our graduate level programs and courses, once again with a commitment to providing all teachers with the skills, attitudes and knowledge to work successfully with *all* students. We created curricula to achieve those goals:

1. We included a focus on attitudes about students with disabilities into the foundational courses required for all preservice teachers.
2. In addition, we created three courses, one for each of the developmental levels of early childhood, childhood and middle school/adolescence. These courses, required of all teacher education candidates, focus on teaching students with disabilities in regular education classrooms. Students will enroll in these methods course, concurrent with student teaching and student teaching seminars, towards the end of their programs. This sequencing facilitates the application of observation, analysis and curriculum modification skills to the student teaching activities, under the director support of special education faculty. In addition, students from general education and those from special education will be enrolled in the course together – allowing for the immediate practice in collaboration or consultation – so critical in effective inclusive educational settings.

Finally, we prepared applications for multiple dual programs at the Master’s level.

In addition to our programs leading to special education certification at each developmental level, we are submitting applications for graduate programs leading to *dual* certification in childhood/childhood special education, early childhood/early childhood special education, bilingual/special education and literacy/special education at multiple developmental levels. We anticipate that by making available attractive dual degree options to perspective teachers, we will increase the likelihood that many more teachers will be prepared to work successfully with students with special needs.

Niagara University

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.*

The College of Education at Niagara University developed and registered an integrated elementary/special education program leading to provisional certification in elementary and special education in 1995. This integrated program and our traditional elementary programs share seven common courses in pedagogy which were modified to address the needs of all students, including students with special education needs, in the elementary setting. Although a small proportion of our undergraduates complete the traditional elementary program, and do not therefore qualify for special education certification, they have a knowledge base and experience working to meet the needs of students with diverse learning requirements. The College of Education is now seeking to develop an integrated model for our secondary pre-service teacher education programs.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

Niagara University would like to request funding to support the creation and registration of an integrated secondary/special education program, Specifically we seek to:

1. Involve local school practitioners, consultants, and College of Education faculty in the planning and evaluation of the curriculum and corresponding field experiences for this program, especially in the design of program standards and key performance indicators.
2. Inform secondary practitioners, who will be sponsoring the pre-service teachers during field experiences in this program, of the standards and key performance indicators to be demonstrated in fieldwork associated with the program.

C. *Describe the outcomes of your efforts: in what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

As a result of this project we have developed, and registered with the New York State Education Department, an undergraduate program leading to dual certification in special education at the adolescence level, and the following content areas: English, mathematics, social studies, biology, chemistry, French and Spanish, grades 7-12. We feel that this program will better prepare secondary teachers to work successfully with students with special needs because the program was developed in consultation with practicing secondary teachers, expert consultants, Niagara University faculty, parents, and individuals with disabilities themselves. This consulting team worked to establish a core of common objectives for the program, sample indicators for attainment of program objectives, and a list of expectations for various field experiences. They also made recommendations for ways to improve communication between the University and local schools, and increase teacher involvement. The resulting program differs from traditional integrated special education programs that tend to focus on students with special needs at the elementary level. The combined efforts of our team have yielded a program that best reflects the current challenges of teachers working at the secondary level.

In addition, the project has allowed us to hold meaningful and informative conversations with the middle and high school teachers who will be working with the students enrolled in this program. Not only was the program designed in direct consultation with teachers, but faculty from Niagara University met personally with two hundred and two (202) teachers from eight of the schools we most commonly work with. By traveling to these buildings, we were able to meet a larger number of practicing teachers, than if we were to simply invite them to campus to meet with us. During these visits we presented the proposed program, highlighting the expectations of our students within the field experiences. Teachers were able to provide insightful feedback to improve the overall program. We also distributed information packages to

an additional three hundred (300) teachers who commonly work with our students, but were unable to attend one of our information sessions. We feel that the teachers have a better understanding of our expectations of students and will be able to assist them in working with adolescents with and without special needs during their field experiences. Finally, we believe that we have established improved lines of communication with the teachers who work with our students, thus allowing us to partner in our efforts to prepare teachers who can help all students to be successful.

Nyack College

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.*

This award will enable Nyack College's Department of Education to significantly modify its preservice teacher education program to meet the needs of those students with special educational requirements. Funded activities will include the following:

1. To implement an ongoing tutoring program for special needs children in Rockland County.
2. To prepare preservice teachers for the skills needed to tutor high-need children as part of their teacher preparation program and to integrate those skills into New York state schools as certified teachers.
3. To provide Rockland County educators with ongoing staff development and support in working with special needs children.
4. To prepare Nyack College's preservice teachers to utilize metropolitan area urban facilities and community and cultural resources (see attached model) to study diverse populations, inclusive classrooms, and investigate alternative methodology in reaching special needs children.
5. To modify syllabi to reflect the inclusive education model.
6. To provide Nyack College's education faculty with the necessary training and materials to prepare students and non-education department faculty with skills to instruct special needs students.

B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.*

1. Approximately 100 preservice teachers will provide individual tutoring of ten to twenty hours each to Rockland County special needs students, both during school hours and after school programs.
2. Preservice teachers will receive special training prior to school opening by Nyack College professors and consultants in instructional techniques dealing with special needs.
3. Nyack College's Education Department will conduct a minimum of two meetings for Rockland educators at the college and regular consultation within schools to provide technical assistance and articulation to the special needs tutoring.
4. All Nyack College tutors will be involved in a minimum of two visits to inclusive education schools and resources designed to sensitize them to the special/diverse needs of our target population.
5. During non-contractual hours, Nyack College Education Department will redesign all syllabi to reflect both the theme of the inclusive education classroom and additional student tutorial requirements.
6. Each Nyack College Education Department professor will attend a minimum of one conference/seminar, which will assist him/her to facilitate our modified/updated program with its emphasis on inclusive education.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

This grant prepared three groups of educators to work more effectively with special needs students:

1. Nyack College Education Department professors
2. Nyack public school faculty members
3. Education majors and student teachers of Nyack College

This grant assisted Nyack College professors in several ways:

1. Funding development of syllabi and an M.S. Ed program focusing on inclusive education
2. Reimbursing Nyack professors for expenses involving attendance at workshops, including exemplary methods of dealing with special needs students

Nyack public school faculty received training in methodology for working with students in the inclusive

classroom. In addition, follow-up meetings with faculty and use of Nyack College tutoring assisted them to work with & challenge of their inclusive classrooms.

Future teachers / Nyack education majors have benefited in several ways:

1. Enhanced syllabi
2. Tutoring and in-class experience with special needs students
3. Travel to observe special needs / inclusive education sites

Pace University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Pace currently has an undergraduate program on one of our campuses that as an "add-on" provides student with the opportunity to add Special Education certification to their preK-6 certificate by taking three additional courses. Pace also has a graduate level program in Curriculum and Instruction in which students can "concentrate" in Special Education. We believe that these programs are lacking in many ways. As such, we have been working to create new, more substantive programs that both integrate methodologies for teaching students with special needs throughout our regular curriculum and also provide an opportunity for students on all of our campuses to seek additional certification to teach students with disabilities.

Although much work has already been accomplished, this grant would provide funds for one of our Special Education faculty, Dr.Carolynn Akpan, to further our work. Our plan has three facets. First, Dr. Akpan, will visit institutions with exemplary programs to learn about their programs. As Pace University intends to offer certification in special education as part of a five year program of study, examining existing programs will inform our thinking about the kinds of decisions we need to make and the types of models that exist.

The second facet of the plan involves hosting meetings with administrators and teacher of target schools in New York City (e.g. PS124, PS126, and PS130) and Westchester (e.g. Greenberg #7, Yonkers, and White Plains) to extend the relationships and partnerships that currently exist. Presently, the targeted schools have hosted Pace University's preservice teachers for early field experiences and student teaching experiences in general education. The meetings will facilitate the expansion of these relationships into the area of special education and will serve as a precursor to a developed system of communication between the University and our partner schools. At the initial meetings we will also explore collaborative programs that the university and target-school personnel might provide to a) support the instruction of students with disabilities in inclusive settings b) and to prepare mentors and university clinical faculty to best prepare preservice special education teachers.

The third facet of the plan involves designing and drafting the new program. Dr. Akpan, serving as the "point-person" for Pace faculty will work with representatives from each of the target schools, other Pace Special Education faculty (full-time and part-time), and other Pace faculty whose areas of expertise do not include Special Education. The task of the committee will be to create the program and prepare for program re-registration. Through this model, public school faculty and Pace faculty will collaborate to plan a program based on best practice, with realistic learning outcomes for preservice special education teachers.

B. Describe how the current award will be used to support that plan, including a statement of

what outcomes will result from this effort.

This award will provide us with the support needed to "see" effective programs currently in operation, further develop partnerships with community public schools in high-need areas, create field experience programs for our students and help us to develop and refine our program design.

The outcomes to result from this effort include, but are not limited to, the following:

This effort will facilitate Pace University in developing a special education teacher preparatory program that is consistent with the new certification regulations for special education teachers in New York State. In addition, it will enable the design of models and methods of instruction, that support best practice for students with disabilities and promote special education teacher development. Further, this plan will enable Pace University to identify realistic competencies required for special educators.

Pace University's unique multi-campus structure offers opportunities for students to participate in field experiences in both urban and suburban settings. Similarly, this effort can provide the opportunity to develop special education partnerships with urban and suburban school districts for ongoing teacher development and collaborative problem solving. The partnerships that are forged by this three-faceted plan set the stage for rich dialogues and supportive induction among preservice teachers, inservice teachers, university faculty and support personnel, and school administrators.

Finally, the award will be used to develop procedures for assessment of the new special education teacher preparatory program, procedures for dissemination of the new program, and procedures for ongoing assessment. In the same vein, this award will be used to develop context-sensitive learning experiences; opportunities for preservice special education teachers to observe collaboration and the formation of partnerships; and portfolio assessment methods and rubrics.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The Systems Change Project and its Higher Education Task Force on Quality Inclusive Schooling provided funding which facilitated Pace University in developing innovative teacher preparation programs which allow for three options for undergraduate teacher preparation. The first is the Dual-Degree Program which can be completed in five years and results in both a bachelors and masters degree. Candidates are eligible for multiple teaching certificates and the New York State Professional certificate. The Specialist in Differentiated Instruction is among the initial and professional certificates that are available to candidates who complete the new program. The second option is the 4 + 3 Option. This option is designed for students who want to complete a bachelors degree and begin teaching with an initial certificate. Candidates then complete a masters degree within the three-year limit while they are teaching. The third option is the 4-Year Bachelors Option which is a more traditional teacher preparation program. Candidates choosing this option graduate with a bachelors degree and are eligible for an initial certificate in a single teaching field (except special education).

With funds from the project, Dr. Akpan was able to meet with faculty from Columbia University, Fordham University, Russell Sage College, the College of Saint Rose, and the University at Albany. These conversations were extremely beneficial in helping Pace University make curriculum decisions and develop the flexible programming options. A second outcome of this project has been the expansion of current university partnerships and the development of new public school partnerships for early field experiences and student teaching experiences in regular education classes, inclusion classrooms, and self-contained special education classes (this component is still underway).

The meetings hosted by Pace University, as a result of this funding, aided Pace in utilizing other university partnerships with public schools (e.g., The Center for Urban Education's Liberty Partnerships, TOC, Outward Bound, etc.). In strengthening these relationships our students obtain critical experience in classrooms that have a wide range of individual difference variation (e.g., ethnic, class, learning and teaching styles, learning abilities and disabilities, etc.). In addition, our students are placed in schools that have personnel that are already knowledgeable about our programs and invested in our program goals.

Dr. Akpan was able to collaborate with general education faculty members to determine the most efficacious to infuse diversity content into the curriculum as a result of the release time afforded by the grant (along with other monies). She was able to facilitate the infusion of diversity content knowledge (i.e., the individual differences that result from racial, linguistic, cultural, socioeconomic, disabilities, and special

talents/gifts, etc.) and basic skills into the curriculum. This occurred by co-teaching, consultation, or guest lecturing in classes. (These collaborative efforts continue.) As a result of these efforts, our program is better able to prepare teachers for working with students with special needs in several ways.

1. Our students have participated in classes where cooperative teaching is valued. They have a model that they can use in their practice.
2. Our students are learning instructional practices and behavior and classroom management methods that are effective for students with mild disabilities and regular education students simultaneously.
3. Our students are learning that the same instructional practices that are effective for students with mild disabilities can be equally effective for students with learning and behavior problems who are in regular education programs. If the appropriate goals are set, if appropriate instruction is provided, and if educators collaborate to assist students who are experiencing difficulty in schools, many urban students can develop the skills necessary for success in school, and perhaps in later life (Slavin, Karweit, & Madden, 1989).

Roberts Wesleyan College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Roberts Wesleyan College's Division of Teacher Education, responding to the needs of the schools we serve and to the recommendations of our Advisory Board, adopted the goal of developing one or more teacher certification programs in Special Education. Following the Regents' September 17, 1999, adoption of New Standards for the Preparation of Classroom Teachers, the Division voted to replace the College's registered program in Elementary Education with an inclusive teacher education program which would prepare candidates for certification in Childhood Education (grades 1-6) and Students with Disabilities (grades 1-6). Thus all Roberts students preparing to teach in classrooms in grades 1 to 6 will be prepared for both certificate titles.

The establishment of Roberts' proposed Inclusive Childhood Teacher Preparation Program will require substantial revision of existing courses, development of new courses, and development of new fieldwork arrangements with new and existing K- 12 partners. Extensive consultation with faculty from institutions already offering inclusive (Nazareth College) or dual certification (SUNY Geneseo) programs, and with K-12 colleagues from partner schools, funded by the Developing or Modifying Teacher Education Programs grant, will greatly aid these efforts.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

Funds awarded under the Developing or Modifying Teacher Education Programs grant will be used to:

1. Expand consultations among Roberts faculty and faculty members from Nazareth College and SUNY Geneseo, two local institutions with highly regarded programs that prepare candidates for general and special education teaching certificates;
2. Significantly increase the level of involvement of K-12 colleagues from schools, both suburban and urban, that partner with Roberts and with Nazareth as we explore the possibility of developing a school-site-based program for inclusive teacher preparation; and
3. Purchase additional materials needed for introducing assistive technologies into the lab portion of the proposed introductory course 'Exceptional People.'

Work supported by this grant award will result in:

- Revision of 6 existing education course syllabi;
- Development of 5 new course syllabi;
- Development of a new field placement framework with local suburban and urban schools;
- Purchase of communications software to support on-campus practice of assisted communication to be practiced in school sites.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Roberts Wesleyan College's Division of Teacher Education, responding to the needs of the schools we serve and to the recommendations of our Advisory Board, adopted the goal of developing teacher certification programs in Special Education. Following the Regents adoption of new regulations and standards regarding preparation of classroom teachers, the Division voted to replace the College's registered program in Elementary Education with an inclusive childhood teacher education program. The newly developed program prepares candidates for certification in Childhood Education (grades 1-6) and Students with Disabilities (grades 1-6), with optional addition of Middle Childhood-Generalist certification. That program was approved by NYSED in August of 2000. In addition, in re- designing its teacher education programs at the secondary level and in the special subject areas of arts and music, the Division strengthened both the treatment of special education topics in coursework and that attention to inclusive practice and special education teaching certificates. Specifically, the grant supported individual

consultations between the Director of Graduate Programs in Education at Roberts with colleagues at Geneseo and Nazareth in the planning of workshops for the whole faculty of Roberts' Division of Teacher Education. These workshops, in turn, afforded Roberts faculty with the opportunity to learn from colleagues at other institutions as well as to interact among themselves over implications for the implementation of the new program. The workshops were helpful in guiding the development of new courses and, especially, in the revision of existing courses and workshops for the whole faculty of Roberts' Division of Teacher Education. These workshops, in turn, afforded Roberts faculty with the opportunity to learn from colleagues at other institutions as well as to interact among themselves over implications for the implementation of the new program. The workshops were helpful in guiding the development of new courses and, especially, in the revision of existing courses and identification of supplemental instructional materials needed for that revision. Perhaps most valuable, however, has been the way in which the workshops developed (5/12/00 and 6/10/00) and initiated (6/17/00) the development and/or expansion of partnerships with K- 12 schools and districts engaged in inclusive practices.

Significantly strengthen partnerships with schools and school districts, suburban, urban, and rural, around field-based components of inclusive teacher preparation. In planning the grant-funded workshops, faculty leaders from the Division of Teacher Education at Roberts consulted with building and district administrators in urban, suburban, and rural districts regarding their districts' practices in inclusive education and their priorities for teacher preparation and professional development in relation to quality inclusive practices. Work with partner districts was initiated in the 6/17/00 workshop supported by the grant and will continue as the new program is rolled out over the next four years. A key issue addressed in the 6/17 workshop and in ongoing discussion regards integration of field placements for prospective teachers in the classroom settings where high-quality inclusive education practices are implemented.

Specifically, the grant funded activities provided invaluable faculty development for Roberts' faculty regarding inclusive practices and the operation of inclusive teacher preparation programs. Careful consideration of other institutions' program models and the opportunity to interact with colleagues teaching in those programs was extremely valuable. Faculty members in Roberts Division of Teacher Education emerged from the grant-funded workshops with a clearer articulation of their new programs' philosophical foundations and operational parameters. The grant-funded workshops provided valuable faculty development and started faculty members down the road to revising 6 major education courses that are part of the new program.

In addition, the grant-funded activities opened new channels of communication with local schools and school districts around the field-based components of the programs. While the full slate of pre-student teaching field placements for the new inclusive teacher preparation program "I take three additional years to roll out, the first years' placements have been implemented, and planning for the second years' is in progress. The opportunity to host extended meetings with K- 1 2 colleagues around the intent, content, and components of the new program significantly advanced the development of partnerships with schools and districts. (As with any attempt to bring players from multiple institutions to the same table, scheduling conflicts limited participation. The workshops included participants from No. 17 School of the Rochester City School District, the suburban Churchville-Chili district, and the rural Byron-Bergen district. Ongoing and overlapping discussions with other schools and districts have benefited from the interaction at the workshops.)

Finally, grant funds were very beneficial to the implementation of the new program in that they provided the flexibility to purchase supplies and materials that have greatly facilitated initial implementation of the program. In addition to providing assistive technology materials to support the new Exceptional People course, other supplemental materials that support faculty 'instruction in courses under revision were purchased. (Institutional support for additional materials purchases will be ample, and are included in next years' budget. The grant funds provided supplemental support for materials that were needed, but for which the need was not anticipated in the earlier budget cycle.) Because initial plans for the program were undertaken while the search for special education faculty was still underway, the grant funds provided means for important supplemental materials to be purchased on the advice of the special education faculty member who was appointed in the spring semester of 2000.

The Sage Colleges

A. Briefly describe the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special education needs.

The Sage Colleges has both undergraduate programs and graduate programs in education. We currently have subcommittees working on restructuring undergraduate and graduate programs to meet both the new certification requirements as well our goals for preparing school personnel for inclusive practices. It is our goal to review each program in terms of disability-specific information and experiences.

The Mission of the Education Division is to "prepare enthusiastic, motivated and highly effective educators and school counselors who make significant, positive differences in the lives of all the students they teach/counsel and in the schools where they work." Our Education Division has a history of strong advocacy for the educational rights of all children and youth. Therefore, there is a high degree of interest and commitment among the entire education faculty in meeting the educational needs of students with disabilities. We believe that with skilled collaboration, personal commitment, a comprehensive knowledge base, and an expansive repertoire of research-supported instructional strategies and materials, teachers and counselors play a critical role in ensuring that children and youth with disabilities are successful as full members of our educational communities

While we are pleased with the progress we have made in preparing teachers and counselors to serve all children, we have many goals remaining, and are limited only by constraints on our time in pursuing these goals. It is our intention to use available funds to support the work of subcommittees in restructuring for diversity.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

We propose to use the available funds to acquire faculty time in the form of one-time course releases. We request the maximum amount possible (\$8000) which would provide for the equivalent of four releases to be used by our full-time faculty. Our purpose in seeking this time is to integrate the following outcomes into our restructured elementary and secondary programs at all levels. It is our goal that all teachers ¹ who graduate from Sage demonstrate the following outcomes:

- *Demonstrate skill in supporting students with disabilities in achieving the New York State Standards for Learning with a particular emphasis on the development of literacy and skills in mathematics.
- *Apply a variety of learning and generalization strategies to assist students in compensating for difficulties in skill areas such as attention, memory, information processing, listening and communicating and social skills.

¹ many of these objectives are also relevant for our school counselor program and will be examined for which are most relevant to this role. Additional outcomes specific to the role of counselor will be a focus of our upcoming work

- *Use collaborative attitudes and skills in a culturally competent manner which result in successful partnerships with a range of school personnel, families and other community members
- *Select, modify, use, and interpret various assessment instruments with an awareness of diversity in student characteristics and its impact on assessment.
- *Demonstrate an expansive repertoire of research-based instructional strategies effective with students with diverse characteristics which lead to student achievement of high standards of learning (e.g., active learning, cooperative learning, multi-level design.
- *Explore a variety of preventive and educative strategies to assist students in compensating for difficulties with behaviors, self-image, and emotional issues.

- *Adapt goals, methods and materials for individual students in partnership with other members of the team.
- *Become informed and confident with the teacher/counselor's role in the Special Education Process as a contributing member of the IEP planning team able to work effectively in conjunction with families, students and colleagues.
- *Use varied aspects of technology as tools for individual students (e.g., communication systems) as well as for designing, implementing, and enhancing instruction.
- *Demonstrate a positive, respectful view of children and their families.
- *Articulate how the concepts of macroculture and microculture (e.g., socioeconomic status, race/ethnicity, language, gender, sexual orientation) relate to the identity of students, and affect teacher decisions about materials and approaches. Infuse multiculturalism (including differences related to educational disabilities) throughout our courses in theory, assignments, and practice.
- *Advocate for education in the least restrictive environment.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Funds were used to release four faculty to devote time to the following tasks:

- Shared information with existing restructuring subcommittees for debate, dialogue and impact on our restructuring decisions.
- Developed a plan for an ongoing forum for sharing information with adjunct and part-time faculty related to the education of students with disabilities. This includes ways to assist faculty in making new text adoptions and considering which supplementary materials may fill gaps related to disabilities and other aspects of diversity in the classroom.
- Communicated with higher education colleagues who focus on best practices for educating students with disabilities as full members of our schools (including students with the most significant disabilities).
- Expanded network of community members who may be willing to visit our classes in order to share their perspectives on effective practices with diverse students.
- Gained additional information on sites in the Capital District to assess quality of inclusive practices and expand on the number and quality of field placements which reflect excellent practice.
- Developed a curriculum library for adjuncts, full-time faculty and students related to research-based instructional strategies effective with students with diverse characteristics (e.g., active learning, cooperative learning, multi-level instruction) as well as a range of other relevant topics.
- Developed outlines for newly restructured courses to ensure that outcomes related to students with disabilities are embedded within. Determined that a particular focus was needed for students for whom English is a second language (i.e., those with and without disabilities). How to address this area of focus is currently under review.
- Developed a portfolio assessment process (ongoing) which explicitly addresses outcomes in relation to students with diverse characteristics.
- Reviewed various resources related to planning for the diverse classroom which have emerged in the last year.
- Visited SETRC to review materials on assistive technology as a means of accessing general classes and curriculum. Accessed on-line resources to assist in embedding assistive technology competencies into all programs.
- Developed (with colleagues outside the college) a format for organizing priority areas of instruction for students with the most significant disabilities. This outline will be incorporated into EDU 306 : Inclusive Instructional Design.

Siena College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Simply stated, Siena's goal and commitment was to meet the new NYSED requirement that prospective teachers "obtain the pedagogical knowledge, understanding, and skills: ... the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence ..."

At the present time, we "strongly recommend" that all students in our secondary certification program take the course EDUC-365 (*Exceptional and At-risk Learners*), a course designed to prepare teachers for understanding and working successfully with students with special educational needs. There is a related field-experience component for those taking this course.

Approximately 65% of those completing our program have taken EDUC-365.

B. Describe how the current award was used to support that plan, including a statement of what outcomes resulted from this effort

Our Grant was used to have a consultant help us Education Department faculty develop a plan that would be most beneficial to prospective teachers, meet the new Commissioner's Regulations for teacher preparation, and be manageable within a certification sequence for an undergraduate population at a small liberal arts college. This was accomplished during a three-day workshop from May 17-19, 2000 with VESID consultant Dr. Lois Fisch.

We established five goals for our Inclusion Workshop:

1. To determine whether inclusion was a feasible and reasonable addition to the current secondary education curriculum at Siena College
2. If inclusion proved to be a viable option, to plan how the necessary pedagogical and content knowledge related to inclusion would be incorporated into the existing program.
3. To begin syllabi and curriculum development of two literacy courses mandated by the new Regents regulations.
4. To review the current courses, fieldwork, and student learning requirements to determine where changes would be needed in order to meet the new program regulations.
5. To review and finalize the Education Department Brochure.

The outcome of these efforts was a recommendation for an integrated sequence of course content incorporating knowledge and skills in special needs education (especially in our *Instructional Theory and Practice in Inclusive Classrooms* course). During the summer, individual faculty members continued to develop and/or modify the syllabi for courses in the proposed program. A phase-in plan was developed, and a written plan for the review of our administration and Board of Instruction as to how this could be effected was submitted in September 2000. It is anticipated that the new Program for Initial Certification in Adolescence Education will be submitted to the State Education Department by April 1, 2001.

The awarded funds were used for two purposes:

- (1) Consultant's honorarium and expenses.
- (2) Five Education Department faculty members described and drafted the new program for Board of Instruction review and eventual submission to NYSED.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Topics and instructional techniques for working successfully with students with special needs are now included in all courses in the core pedagogical sequence in our program. These courses include the following: EDUC-210 *Issues in Contemporary American Education*, EDUC-260 *Educational Psychology*, EDUC-261 *Foundations of Language and Literacy*, EDUC-361 *Literacy in Middle and High Schools*, EDUC-481 *Instructional Theory and Practice in Inclusive Classrooms*, EDUC-485 *The Social Construction of Education*, and of course EDUC-487 *Clinical Experience in Middle School*, EDUC-488 *Clinical Experience in High School*. Educ-481 will be co-taught with a special needs educator and will include twenty clock hours of field experiences in inclusive classrooms.

St. Bonaventure University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The institution has changed the undergraduate elementary education program to include 12 credit hours of special education courses as opposed to the former 3 credit hour requirement. The special education courses included for all childhood educators are: SPED 230 - Introduction to Exceptionalities, SPED 440 - Instructional Methods for Including all Students in Elementary Classrooms, SPED 412 - Behavior and Classroom Management, and SPED 450 - Communication and Collaboration Skills. In addition, the institution will be offering a dual certification childhood education and childhood special education undergraduate program. The university is also developing professional development sites (pds) to provide students with exemplary field placement experiences including multiple experiences working with special needs students. A major purpose of developing the pds model is to prepare all teacher education students to work successfully with students with special education needs.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

Inclusive field placements are an important part of the inclusive teacher education program; however, those currently available to students often do not provide exemplary models of inclusive practice. A collaborative team process is an essential aspect of inclusive services for students with disabilities, yet is often neglected in the inclusive efforts taking place in local schools. The focus of this project was to establish and/or strengthen the collaborative team process within the participating schools.

This award allowed special education faculty to consult with collaborative teams at local schools toward the end of improving their inclusive services to students, and to study the collaborative team process as it grew within the schools.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

St. Bonaventure programs have benefited in two ways: a) by strengthening inclusive programs available for field placements for SBU students, and b) by increasing our understanding of the growth and development of collaborative teams for inclusion. There was also a significant benefit to local schools involved, including the following outcomes identified as a result of this project: development of collaborative teaming skills, role definition, development of shared vision and a formal mission statement, development of a philosophy for curriculum adaptations, development of a philosophy for reporting progress, a plan for expanding inclusive schooling efforts, satisfaction with and commitment to a collaborative process, and self-confidence in and enthusiasm for inclusive schooling efforts.

St. John Fisher College

A .Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

In order to prepare preservice teachers for the challenges, both technological and societal, we will be restructuring, as well as expanding our teacher education program:

- Implementation of new MS in Education Administration
- Implementation of new BS in Special Education Department
- Implementation of new weekend program leading to MS in Education and Childhood and Adolescence Certification
- Restructuring of MS in Childhood and Adolescence Education
- Restructuring of BS in Childhood and Adolescence Education

Both the newly implemented and the restructured (reconfigured) programs were designed to contain common elements:

- Infuse the New York State Learning Standards into all coursework
- Provide ample research and examples of how to teach to a plethora of diverse student needs.
- Collaborate with other faculty members in other departments and other institutions to provide an integrated approach by teaching general methodology in conjunction with discipline specific methodology.
- Collaborate with field practitioners (attorneys, teachers, administrators, therapists, community service providers, parents) to provide exposure to local and regional interpretation of best practices.
- Provide early, intensive, and multifaceted field experiences and student teaching or practica in suburban, rural, urban settings as well as in diverse placement options for the children with special needs.

B. Describe how the current award will be used to support that plan, including a statement of what out comes will result from this effort.

The current award will provide monies to:

- Dialogue within the department to initiate the change process
- Hire an educational consultant, facile and experienced in redesigning higher teacher education programs
- Observe other (2-3) prominent well-respected programs who have completed their redesigned teacher education program
- Convene a departmental and field practitioner retreat to analyze synthesize information from institutional observations, research and discussions

The outcome will be that all of our NYS accredited programs will be ready to meet NCATE accreditation through the self-study process.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The minigrant was used to fund a 3 -day faculty retreat that focused on the development of a new undergraduate program with dual, initial certificates in childhood/special education and adolescent/special education. We established program goals and developed course-work that facilitated reaching these goals. These newly developed programs were submitted to NY State Ed. and have been approved.

We also managed to begin discussion on how to more directly link the literacy program we have in place to the above newly developed programs in childhood and adolescence. We are seeking to develop

literacy skills as integral to all of the preparation programs here at Fisher, seeing this as essential for student success in public schools today. Along with this initiative, we are working to strengthen our ties with the Rochester City School District as we continue to move in this direction.

The importance of the minigrant lies in the fact that it has facilitated the beginning of a process of change at our institution. The meetings and program development process has enabled us to revisit our program with a long-term view. For example, an area we are currently exploring, and I stress is in the initial stages, is the development of performance-based teacher education model. We are now looking at program outcomes for pre-service teachers. Once these are determined, we will begin a review of curriculum and assessment processes that support these outcomes

St. John's University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The School of Education and Human Services at St. John's University is currently redesigning its undergraduate teacher preparation programs to accord with the new NYS Board of Regents Requirements. Our institutional plan is to develop programs and curricula such that: 1) all of our General Education preservice teachers have a thorough knowledge of the special educational needs of exceptional children, and; 2) all of our Special Education graduates are prepared to accommodate General Education curricula and to work with special needs students in inclusive settings.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The award will be used in two ways:

- 1) to conduct two on-campus "town meetings" with representatives of the local General Education and Special Education communities.
- 2) To hire an outside consultant to review the proposed new undergraduate General Education and Special Education programs.

The projected outcome will entail programmatic restructuring that is more finely attuned to preparing teachers to work with students with special educational needs in the local schools.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The funding from the VESID mini-grant targeted two kinds of activities---

1) Two separate "Town Hall Meetings," in which parents and professional personnel from the local Special Education community would provide input for the development of the new graduate programs in Special Education teacher training at St. John's University;

2) The hiring of an outside consultant to assist in gathering the data from above and in incorporating them into the program proposals (due April 1, 2001).

The Town Hall Meetings have been held and the data analyzed. The work with the consultant continues.

The purpose of the Town Hall Meetings lay in ferreting out the opinions of pertinent stakeholders in the Special Education community as to what should be included and emphasized in our future Special Education graduate-level teacher training programs. In order to keep the discussion manageable, two separate meetings were held: Dec. 4 (for individuals from New York City) and Dec. 13 (for those from Long Island). In each case the gathering lasted from approximately 9:00 a.m. to 3:00 p.m. and was held on the Queens campus of St. John's University.

A total of 23 school districts and six special programs were represented. 85 people attended. Categories of special interest cohorts among the attendees broke down as follows:

Parents:	16
Teachers:	12
Administrators:	41
St. John's faculty:	5
"Other":	6
Total	80

The meetings consisted basically of small-group brainstorming sessions alternating with large-group discussions. The focus lay in the New York State Board of Regents Pedagogical Cores for General

Education and Special Education (abstracted from document 52.21). With reference to the Pedagogical Cores, the attendees were asked to do several things:

- 1) Rank the various competency areas in terms of which are most versus least critical;
- 2) Supplement the list of competency areas with any competency areas perceived as needed but not included in the original list;
- 3) Break down the broad competency areas into more specific skills and knowledge;
- 4) Outline what should be emphasized in the most important training courses of the graduate curriculum, the practica.

Appendix A here offers examples of the materials used in the discussions whereas Appendix B here offers a (non-scientific) summary of the major points derived from the brainstorming sessions and the large-group discussions.

In terms of the core of Question C ("In What Ways are Your Programs Better Able to Prepare Teachers....?"), it is strongly felt that the points highlighted in Appendix B will serve as guidelines for not only finalization of our program proposals in the spring but—more importantly—for our ongoing courses in the foreseeable future. The tenets in Appendix B, coming as they do directly from the parents and professionals dealing with special needs children in our area, will be simply invaluable in informing our overall training of future teachers.

APPENDIX A: SAMPLES OF MATERIALS USED IN TOWN MEETINGS

"GENERAL EDUCATION PEDAGOGICAL CORE"

(Please just use this packet as a background reference---Some competencies not covered under the "Special Ed Pedagogical Core" may be included already here).

52.21 (b) (2) (ii) (c) Pedagogical Core for General Education:

The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause and field experiences, and student teaching and/or practica as set forth in subclause (2) of this clause.

(1) Pedagogical knowledge, understanding, and skills. The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:

(i) human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students' readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another;

(ii) learning processes, motivation, communication, and classroom management – and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;

(iv) language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students, including at least six semester hours of such study for teachers of early childhood education, childhood education, middle childhood education, and adolescence education; teachers of students with disabilities, students who are deaf or hard-of-hearing, students who are blind or visually impaired, and students with speech and language disabilities; teachers of English to speakers of other languages; and library media specialists. This six-semester-hour requirement may be waived upon a showing of good

cause satisfactory to the Commissioner, including but not limited to a showing that the program provides adequate instruction in language acquisition and literacy development through other means;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities --and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;

(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;

(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of

productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;

(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy;

(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance

with the requirements of section 3004 of the Education Law; and

(xi) means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.

(2) Field experiences, student teaching and practica.

(i) The program shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include at least two college-supervised student-teaching experiences of at least 20 school days each; or at least two college-supervised practica with individual students or groups of students of at least twenty school days each. This requirement shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(ii) The field experiences, student teaching and practica shall:

(A) be consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

(B) be accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences;

(C) provide candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, an opportunity for practicing skills for interacting with parents or caregivers, an opportunity to work in high need schools, and an opportunity to work with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities;

“SPECIAL EDUCATION PEDAGOGICAL CORE”

(We will focus at the Town Meeting on the competencies described here---Please be sure to do the “rankings” and the “fill-in-the-gaps” activities on the last sheet).

SPECIAL EDUCATION PEDAGOGICAL CORE:

I. Study in the following:

A. historical, social, and legal foundations of special education, employment and independence for individuals with disabilities;

B. characteristics of learners with disabilities;

- C. managing behavior of students with disabilities and promoting development of positive social interactions skills;
- D. participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships;
- E. assessment, diagnosis, and evaluation of students with disabilities;
- F. curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics;
- G. use of assistive and instructional technology in the teaching of and learning by students with disabilities;
- H. planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings;

II. Field experiences and student teaching

“Cores in a Nutshell”

GENERAL ED CORE:

- (i) Human development
- (ii) Learning processes
- (iii) Characteristics (special needs children)
- (iv) Language acquisition (native speakers and ESL learners)
- (v) Curriculum development
- (vi) Technology
- (vii) Assessment
- (viii) Foundations of education, legal issues, collaboration
- (ix) Means of updating skills & knowledge
- (x) Identifying and reporting child abuse
- (xi) Issues of abduction, chemical dependence, safety

SPECIAL ED CORE:

- A. Foundations
- B. Characteristics
- C. Behavior management
- D. Collaboration
- E. Assessment
- F. Curriculum development
- G. Technology
- H. Planning

“RANKINGS AND FILLING IN THE GAPS”

NAME _____

FIRST ACTIVITY (RANKINGS): On the sheet labeled “Special Education Pedagogical Core,” there are eight areas—marked A through H--of competencies under Section I (For the moment let’s ignore Section II, “Field Experiences and Student Teaching”). Could you please rank these eight areas of competencies in terms of which seem most critical and which seem least critical, given your experience in the field. Please Note: Use the digits 1 through 8 in descending order, i.e., a “1” would indicate the *most* critical area whereas an “8” would indicate the *least* critical area:

A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___

SECOND ACTIVITY (FILLING IN THE GAPS): Review the competencies under “Special Education Pedagogical Core” and identify areas the State simply missed. Indicate what they might be below (Please feel free to attached extra sheets if needed):

PLEASE BRING THIS SHEET WITH YOU TO THE TOWN MEETING---THANKS!

THIRD ACTIVITY: "**BRASS TACKS**" (More detailed descriptions of competencies)

Gen. Ed. Core ____ Spec. Ed. Core ____ Competency Area: _____

APPENDIX B: SUMMARY OF

ATTENDEES' RESPONSES

Analysis of First Activity Responses: Rankings of Special Education Pedagogical Core Domains:

The attendees were asked to rank order the eight Special Education Pedagogical Core domains as found in 52.21. The listing was to reflect what they, the parents and professionals, felt were the most critical areas for our graduate programs to focus on versus what were the least critical. The tabulation of the results is found below

(N.B.: The numbers in parentheses represent the total points that the particular domain was assigned by the group. Note also that the lower the number of points the more critical the group perceived the domain to be):

1. (68) Behavior management
2. (69) Curriculum development
3. (110) Planning
4. (112) Characteristics (of special needs learners)
5. (132) Assessment
6. (148) Collaboration
7. (180) Technology
8. (212) Foundations

As can be seen, there was a dead heat for first place (i.e., between behavior management and curriculum development). This dual focus also arose repeatedly in the subsequent group discussions.

Characteristics of special needs learners and planning issues also came out a veritable tie, in this instance for third place. It is interesting to note, however, that there is a rather significant point gap between the 3rd/4th-place finishers versus the 1st/ 2nd-place items.

The chasm begins to widen more with the 5th- and 6th-place assignments (i.e., assessment and collaboration, respectively). The gap is particularly large when it comes to the final two domains, technology and foundations.

Analysis of Second and Third Activities: Narrative Responses

Please Note: The attendees were asked to supplement the 52.21 list of Pedagogical Core domains (Cf. "Second activity" in Appendix A) and also to specify in more detail the particular skills and knowledge they feel special education teacher trainees must master (Cf. "Third Activity" in Appendix A). However, review of the responses for the Second and Third Activities suggests that there was so much overlap between the two sets of answers that separate treatment would result in unnecessary repetition. Consequently, the two sets of responses will be analyzed jointly here.

To some degree, the pattern that emerged with the First Activity rankings held in that topics chosen by the attendees for discussion often reflected the priorities of the rankings.

Thus, for example, behavior management was a major subject in the narratives. The respondents highlighted the following aspects of behavior management as being important for new teachers to master: general classroom management techniques, the development of behavior plans, the development of functional behavior assessments, the use of different behavior management approaches, and strategies for conflict resolution.

Again as with the original First Activity rankings, curriculum development/adaptation represented a leitmotif throughout the narratives. Of singular concern were the following: means of modifying curricula (especially in light of the NYC ELA's and the State Student Learning Standards) to the needs of special education students, development and implementation of individualized reading curricula

(the Orton-Gillingham program was mentioned specifically), and an awareness of particular children's learning styles.

Interestingly, given the seemingly minor attention afforded it in the original rankings, collaboration turned out to be a major topic in the narratives. Attendees were concerned that trainees learn to effectively work with not only general education teachers but also with parents and with paraprofessionals.

A number of respondents expressed unease that trainees do not receive sufficient preparation to work with children with severe-to-profound levels of disabilities nor with medically fragile children,

Other topics which arose in the narratives include:

- The development of IEP's and the writing of task analyses and short-term objectives
- Transition from school to the workplace and the community at large
- Vocational education
- Child development in general
- Multicultural awareness
- Issues of second-language learning

Analysis of Final Activity: Open-Ended Discussion Regarding Practica

The discussions regarding practicum courses tended to be free-flowing. However, several "clusters" of concerns/suggestions did indeed emerge. For the sake of convenience, these topics will be labeled as follows: "Issues re: the Set-up per se of Practicum Courses;" "Things Trainees Need to Learn to Plan and Organize Instruction;" "Special Concerns Re: Training Teachers to Work with Severely/Profoundly Involved Populations;" and "Other Issues."

1) *Issues re: the Set-up per se of Practicum Courses*---

- a) Field experiences—via field courses and practicum courses---should begin as early as possible.
- b) The observation of trainees by university personnel should be longer than has been true in the past (e.g., blocks of three-to-four hours rather than 45-minute segments):
- c) the expectations of the university observer should be tied into specific teacher competencies and the trainee should be made aware of the specific expectations in advance of the observation
- d) Portfolio assessment should be incorporated into the course grading system.

2) *Issues of Planning/Curriculum Adaptation*

- a) Trainees should know how to develop IEP's and to relate the IEP goals to the State Student Learning Standards.
- b) Likewise, trainees need to know how to write short-term objectives (which also relate to the Student Learning Standards).
- c) There should be significantly more practice in curriculum adaptation (e.g., in terms of developing content and skills units modified to accommodate Special Education children's idiosyncratic needs).
- d) In line with the above, trainees should be taught to write very brief lesson plans.

3) *Special Concerns re: Training Teachers to Work with Severely/Profoundly Involved Populations*---

- a) Significant concern was expressed that the Regents guidelines for the new training programs give short shrift to preparing teachers to work with severely and profoundly disabled children
- b) Particularly in terms of children with severe and profound levels of disability trainees need to be well prepared in behavior management techniques.
- c) Likewise, for working with severely and profoundly involved children trainees need to be well versed in developing task analysis and in sequencing subtasks.

4) *"Other Issues"*---

- a) In practicum courses trainees need to learn different models of instruction through small group activities where trainees have to collaborate to complete and give a lesson.
- b) Inclusion models and strategies need to be examined.
- c) Trainees need to learn time management skills
- c) In practicum courses trainees need to role play CSE meetings (with peer evaluation included instead of relying solely on instructor evaluation)
- d) Trainees need to have training in parent sensitivity
- e) Trainees need to learn how to use para-professionals most effectively.

St. Joseph's College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Assistance was requested to support the component of the teacher education program at St. Joseph's College that relates to providing opportunities for fieldwork experience for students. The re-designed program requirement of additional fieldwork experiences in high need school districts with students who are in inclusive and self-contained classes required additional placements. We met with the administrators of a high-need school district on Long Island with the proposal to work in a partnership relationship. Faculty of the Child Study department at the College had consultative meetings with teachers who had students from St. Joseph's College in their classes.

Financial assistance was requested to

a) provide a stipend for 14 classroom teachers from a high need district who would have St. Joseph College students in their classes. Teachers had one or two students two times per week in the class of culturally diverse students who had some special learning needs. Faculty from St. Joseph's provided staff development for these teachers in the areas of instructional planning relative to the NYS Standards, use of diversified materials and gave suggestions for differentiated instruction. This consultation occurred at the school site during the Fall Semester. These field experiences were a component of the course CS 301 Literacy and Language in Primary and Middle Grades.

B. Describe how the current award will be used to support that plan, including a statement of what out comes will result from this effort.

- 1) A one time, stipend of \$200 for each of 14 teachers who had students in their classes. Total \$5,600.00
- 2) A total of three Faculty Members from St. Joseph's College offering consultation with the teachers on three occasions. \$250.00 per visit. Total \$2,250.00
- 3) Duplication of handouts for teachers: \$150.00

TOTAL \$8,000.00

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Our program now has a viable placement in two schools in the Primary and the Middle School in this district. Because of this partnership relationship, teachers in this district have requested St. Joseph's College students for student teaching experience in addition to the placement for the Literacy Course. This would entail having students on a daily basis participating in the classroom.

Teachers have requested one Faculty member to continue on a consultative basis to develop a plan for parent involvement in the school. The partnership is continuing in a different dimension.

St. Thomas Aquinas College

- A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.***

To assist our development of an inclusive teacher preparation program at the elementary and secondary levels, we will:

1. Establish an Advisory Council on Inclusion. Inclusive classroom teachers and Directors of special education from several school district in the area will be invited to serve As members on the Council. Dr. Anne Gross and Dr. Meenaskshi Gajiria will serve as coordinators on the Advisory Council .
2. The coordinators of the council in collaboration with council members will review the Council for Exceptional Children standards, select applicable standards for regular education teachers, and create a scope and sequence chart of special education knowledge and skills. The standards on the scope and sequence chart will be coordinated with the regular education courses so that the standards are reflected in the outcomes for those courses. The chart will allow faculty to identify the point in the teacher education program that a concept/skill is introduced, developed, and applied. The scope and sequence chart will be reviewed by Dr. Spencer Salend an authority on inclusive practices. This external validation accuracy and completeness of knowledge and skills in inclusive practices for all teachers.
3. Elementary, Secondary and Special Education Faculty from the Division of Teacher Education will visit local elementary and secondary schools to identify schools with exemplary inclusive programs. In partnership with these sites, faculty from the college and classroom teachers would collaborate to develop a set of fieldwork experiences in inclusive classrooms for all teachers. Also, master teachers would be identified as guest speakers on topics related to inclusive teaching methods.
4. Two graduate students, under the direction of the coordinators of The Council, will review print and media materials in order to develop a database of resources on inclusive practice. This will assist regular education faculty in planning, revising, and/or developing the curriculum and materials for their courses. Divisional funds will be allocated to purchase materials on inclusive practice. The set of fieldwork experiences and list of presenters would become a part of the database of resources.
5. Organize a one-day workshop for faculty in The Division of Teacher Education. The purpose of the workshop is to coordinate the special education component of the regular elementary and secondary education courses. The scope and sequence chart and the database of resources will assist in the revision of course outlines with outcomes based on the CEC standards.

- B. *Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.***

At the completion of the planned activities (listed in # A), we will have:

1. An advisory council on inclusive practices.
2. A scope and sequence chart that corresponds to the CEC standards for preparation of teachers for inclusive classrooms to be used by the teacher education faculty.
3. A partnership with elementary and secondary schools engaged in inclusive practices. These schools will serve as sites for fieldwork. Additional outcomes include descriptions of appropriate field activities.
4. A database of resources (print and media materials).
5. Syllabi for all elementary and secondary education courses that contain outcomes activities, and

assignments that reflect the CEC standards.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

We have redesigned our undergraduate elementary and secondary education programs so that all our students are better prepared to teach students with special needs included in general education classrooms. Competencies - knowledge and skill statements specified by the Council for Exceptional Children (CEC) have been incorporated into our programs.

Competencies listed in the CEC common core were reviewed and the more general competencies that applied to regular education teachers were selected. A chart listing these knowledge and skill statements was designed. Teacher education faculty reviewed all the courses in the program in light of this chart and redesigned their courses to reflect these knowledge and skill competencies. Faculty also designed activities and assignments for students to correspond with each competency so that attainment of the competencies could be evaluated.

To design pertinent fieldwork assignments for the students, faculty visited local schools in the district to identify exemplary inclusive programs and practices. Partnerships with these schools were established. Information gathered from classroom observations and discussion with teachers was used to inform the design of fieldwork assignments. In addition students were encouraged to visit these schools and complete their fieldwork assignments and/or student teaching in these settings.

Two **final** products can be directly attributed to the grant. The **first** is a scope and sequence chart that lists the CDEC competencies, and the corresponding course competencies together with student activities and assignments. This chart was reviewed by Dr. Spencer Salend, an authority on inclusive practices and the feedback was extremely positive. The **second** product is a database of resources on inclusive practices. This database comprised of videotapes, books and research articles assist our faculty in planning and developing the curriculum and materials for their courses.

In summary, the grant has helped us to redesign our teacher education programs and has ensured that all our students are better prepared to teach students with disabilities. Also, our faculty are better prepared to address inclusive practices.

SUNY-CORTLAND

A. *Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.*

Introduction: This proposal is being submitted with the intention of developing collaborative partnerships between special and regular education staff and administrators at three elementary schools in the Syracuse City School and the faculty of the Education Department at SUNY Cortland. These teams would be responsible for establishing the criteria and responsibilities for field placement sites and student teaching sites for special education and childhood dual education majors at SUNY Cortland. An additional task for the three school based Partnership Teams would be to determine on going professional development needs for each school and develop mechanisms for meeting these needs over subsequent years.

SUNY Cortland's Education Department has been approved to offer a four year B.S. degree program in Special Education beginning in September, 2000. This program is part of a dual certification program (with the Childhood Education Program), and will focus on preparing teachers for inclusive classrooms. Thus, students will be majoring in special education, childhood education, and will identify a minor in one of the learning standard's core liberal arts and sciences areas (Biology, Earth Science/Geology, English, History, Mathematics). The Childhood and Special Education majors will engage in extensive field work in inclusive settings as they prepare for their culminating student teaching experiences at the elementary level.

With the redesigning of existing programs to -meet new state requirements, and because this new Special Education program has not been officially launched, the Education Department is in need of identifying field placement and student teaching sites that are truly inclusive. In order to accomplish this, however, it is necessary to establish collaborative partnerships with target schools. Because the Education Department believes that our graduates must be well prepared to meet the challenges of a diverse, multicultural classroom, we have chosen to begin discussions with three urban elementary schools in the Syracuse City Public School System. The primary goal of these discussions is to:

Establish collaborative partnerships with faculty, staff, and administrators from each target school that will be mutually beneficial.

The objectives of these collaborative efforts will be:

1. Establish a Partnership Team at each elementary school. Each team will have members from the target school and representatives from SUNY Cortland's Education Department. Following initial start-up activities, each school team will meet at least twice monthly. Three times during the academic year, all three school teams will meet collectively.
2. Develop **Field Placement Sites**. One of the tasks of the Partnership Team will be to identify appropriate Field Placement Sites (classrooms and mentor teachers) within the target school that meet SED requirements for fulfilling contact hours, and provide mentoring and pre-professional development opportunities for Special and Childhood Education majors. This will involve understanding SED requirements, developing criteria for identifying and monitoring pedagogically appropriate sites, and informing colleagues of their work.
3. Develop **Student Teaching Placements**. A second task of the Partnership Team will be to establish the criteria for identifying appropriate student teacher placement sites that meet SED requirements and provide future teachers with the fullest array of experiences with a diversity of students with regular and special educational needs. The Partnership Team may also determine actual placement sites with in the school.
4. Develop Professional Development Activities. The third task of the Partnership Team will be to determine the needs of the school based staff for ongoing professional development activities that will meet SED requirements for continued licensure, and will draw on the resources of the college faculty. This will involve surveying the staff, prioritizing needs, and developing procedures for meeting these needs utilizing appropriate college faculty.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort?

The current award will be used to support this plan by providing the following:

- * Pay **stipends** for staff of target schools to attend monthly Partnership Team Formation and Planning Meetings.
- * Pay for **substitute teachers** as necessary for teachers to attend meetings and visit the college campus to meet with faculty.
- * Pay for **travel** for Partnership Team members to attend meetings and visit other target school sites in the project.
- * Pay for **consumable materials and services** (copying, printing, audio-visual equipment, refreshments etc.) for team meetings.

Outcomes:

1. Partnership Teams in each school consisting of 3-5 members maximum (e.g. special education teachers, regular education teachers, administrators) will meet regularly (2-4 times/month for a total of four hours) to identify and accomplish tasks as outlined above.
2. Partnership Team from all schools and SUNY Cortland faculty will meet three times during the school year to discuss common concerns, accomplishments, proposals, and tasks to be shared.
3. Partnership Teams will develop a set of guidelines and criteria for field placement and student teaching placements and, potentially a list of mentor teachers.
4. A **Placement Handbook** will be developed for distribution to field placement and student teaching students, mentors, and staff.
5. A list of Professional Development topics and activities (e.g. workshops, seminars, conferences, materials) will be developed and an implementation plan devised to meet these needs.

Target Schools:

Dr. King Magnet School - Principal, Ms. Patricia Floyd Echols
Salem Hyde Elementary School – Principal, Mr. Joseph Marusa
Seymour Magnet School – Principal, Mr. Rick Byer

These three schools have been identified because they represent a diversity of ethnic, racial language, and educational needs. Each principal has been contacted, the overall intent of the project has been described by Sue Lehr, PI and all have agreed to participate.

SUNY Cortland Faculty

- Sue Lehr, Ph.D. - Principal Investigator and Faculty Liaison
- Cynthia DeCourse, Ph.D. – Education Department Chair
- Michelle Irvin, Ph.D. – Urban Studies Project Director
- Arcenia P. London, Ed.D. – Multicultural-Multiethnic Facilitator, Syracuse City School District, SUNY Cortland Student Teaching Supervisor
- Other departmental members to be determined later.

C. *Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?*

Brief Project Description: The primary goal of this funded project was to establish collaborative partnerships with faculty, staff, and administrators from three high need elementary schools in the Syracuse City School District. The specific objectives and the subsequent outcomes were:

- Establish Partnership Teams in each school, composed of members of the general education and special education faculty, administrators and related service personnel (e.g. psychologists, speech therapists, etc.)

Outcomes:

1. Three elementary schools were invited to participate in this project:
 - Dr. Martin Luther King Magnet School
 - Seymour Elementary School
 - Salem-Hyde Elementary School

All three schools are designated as high need because of racial, economic, and sociolinguistic complexities.

2. A total of thirteen (13) staff members from two of the schools participated in this project. The third school (Salem-Hyde) opted to delay starting the project for one year because of internal staffing/personnel issues. Although they will not be able to participate in the funded part of this ongoing project, the administrator of Salem-Hyde has committed to support the efforts of this project.
3. Ongoing meetings were established with faculty and staff of each of the actively participating schools with the intent of accomplishing objective # 2.

- Develop Field Placement Sites: To identify appropriate Field Placement Sites (classrooms, mentor teachers, appropriate in school support systems) with the target schools that meet SED requirements for fulfilling contact hours, and provide mentoring and pre-professional development opportunities for SUNY Cortland dual certification-dual majors in Special Education/Childhood.

Outcomes:

1. Faculty and staff who participated in the project began by developing criteria for "good" placements. This meant looking at such factors as - mentor teacher training and experience, number of and ratio of special education students to general education students usually found in an inclusive classroom, what constitutes an "inclusive classroom" and how is inclusion defined, factors influencing "good" mentoring, requirements of SUNY Cortland for contact hours, factors influencing target school staff (e.g. union, seniority etc.), labeling issues (e.g. learning disabilities versus emotional disturbance issues,), issues of working in an urban school, parent issues, working as team members, working with paraprofessionals and related personnel, staff transfers and turn over, and related issues that continually seem to emerge. These discussions are ongoing which have as their goal, to compose a list of critical criteria for a field placement site that enables a pre-service teacher to access the full range of opportunities to learn about educating special education and general education students within the same curriculum and classroom.
2. Faculty and staff also discussed the pre-requisite knowledge and skills an incoming practicum and/or student teacher should have in order to be fully prepared for teaching in an inclusive urban high need elementary school. Topics discussed included content knowledge of appropriate laws and regulations (e.g. IDEA, 504, Title 1, CSE process, rules governing discipline etc.), pedagogy (e.g. class room management strategies, discipline strategies that were non-aversive, cooperative teaching strategies, teaming, family dynamics/issues, record keeping, confidentiality, how to write an IEP, transition issues, scheduling, previous experiences working with children representing diverse cultural, ethnic and racial backgrounds, etc.

- Develop Student Teaching Placement Sites: Because the program has just been implemented and all students at SUNY Cortland participating in this program are freshmen, the intent of this objective was also to establish the criteria for placements, and tentatively to seek volunteer faculty who would be willing to accept student teachers in the future.

Outcomes: The outcomes for this objective were similar to those for the previous objective. That is, discussions centered around what content knowledge, previous experience, pedagogical training, and personal characteristics were necessary for pre-service teachers coming into student teaching. As part of this objective, it was decided that a new Student Teaching Handbook needed to be developed that specifically addressed the issues of urban education, inclusion, working with families, and other related information. This is an ongoing project which will be completed in its first draft by June 2001.

- Develop **Professional Development Activities:** The goal of this objective was to identify the professional development needs of the participating faculty, staff, and administrators with the intent of drawing on the resources of the faculty at SUNY Cortland to address these needs and/or to find appropriate resources for meeting these needs.

Outcomes: This objective sparked heated discussions in each meeting. Faculty, staff, and administrators are literally hungry for information, training, and support. The initial topics identified for meeting this objective are as follows:

- Overload of students with IEPs (8 students with IEPs, 10 more in need); how to manage this; when to label if that means student will be transferred; ownership of child
- Inability to follow one student who has multiple teachers
- Systemic problems
 - No assistance with transitioning of new students
 - New students arriving unannounced and without files
 - Little or no support from home
 - No assistance with students labeled emotionally disturbed - Need for certified bilingual special education teachers

- Meeting the needs of students with diverse needs (i.e. moderately mentally retarded, emotionally disturbed, etc.)
 - Poorly trained staff
 - Helping parents to understand their child and his/her needs, skill, patterns of behavior (e.g. what is part of the disability and what is not)
 - Insufficient resources, money etc.
 - Lack of clarity about what role central office Special Education office has in transferring students, allocating resources, providing support for ED students. Etc.
- Positives identified
- Inclusion has been beneficial by providing positive peer role models for students with disabilities, promotes better attitudes on everyone's part, demystifies disabilities
 - Staff can collaborate better
 - There is a community sense that things are working better and more smoothly
 - Staff feels well supported for what they do; they like working together; they believe they work well as teams
- Shared responsibilities and problem solving efforts make more sense, and seem more Positive

SUNY Oswego

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students who have special educational needs.

SUNY Oswego has outlined new undergraduate teacher preparation programs in childhood education, middle childhood education and adolescent education. Components of the childhood program will also be part of a new five-year inclusive education program where candidates will be eligible for dual certification in general and special education. These proposed programs have been approved by the faculty of the Department of Curriculum and Instruction. These are among the programs that we will propose to register with the State Education Department in spring, 2000.

In each general education program, new courses and field experiences will be required that focus on preparing general educators to successfully teach students with disabilities. (SPE 304: Educational planning for students with disabilities; EDU 304/iN4ED 304/SED 304 Field Experience 2: Small group instruction in inclusive classes). Literacy courses will be revised to emphasize teaching the full range of learners (RED 3 1 0, Language and Literacy Development for All Learners; RED 312, Childhood Literacy: Assessment and Intervention). In addition to these new and revised courses, we plan to infuse knowledge and competencies for teaching students with disabilities across all education courses, with particular attention to methods classes, preliminary field experiences and student teaching.

These changes are consistent with the new certification requirements for New York State. They also reflect our School of Education's goal of achieving national accreditation. For three years, we have been actively engaged in the NCATE application process. While our initial on-site review did not gain full approval, we remain committed to the goal of NCATE accreditation.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

If awarded, these funds will provide assigned faculty time (3 s.h.) in fall, 2000 for Dr. Bobbi Schnorr to coordinate this effort on several levels. Responsibilities will include developing new courses and field experiences related to teaching students with disabilities in each of the three new programs (childhood, middle childhood, adolescent). Dr. Schnorr will also coordinate five structured workshops and visitations to other teacher preparation programs to infuse knowledge and skills for teaching students with disabilities. Key faculty members from the Department of Curriculum and Instruction (e.g., methods, literacy, and special education) will participate as a working group. All department faculty will be invited and encouraged to participate in all revision activities and workshops. The award monies will provide

modest stipends to ensure the participation of key faculty members (e.g., methods, literacy) to collaborate as we coordinate course and fieldwork changes across the undergraduate programs.

Workshops will focus on identifying key knowledge and competencies for general education teachers to work effectively with students with disabilities and ways to highlight these throughout general methods and literacy courses, course-related practica and student teaching. One goal will be for methods faculty members to identify a shared set of required competencies and activities (performance indicators) to reduce variation across different sections of this important course and field experience which precede student teaching.

Anticipated Outcomes:

Our primary goal is to plan multiple, related experiences which are woven throughout our undergraduate teacher preparation programs where students can develop and demonstrate their ability to effectively teach all learners, including those with disabilities. Emphasis will reflect curriculum, instruction, and assessment practices (for diverse groups and individual needs), and collaboration with special educators, related service providers, paraprofessionals and families. The range of learners will include students with mild disabilities who are expected to achieve the same educational outcomes as their peers, as well as students with moderate and severe disabilities, whose individual goals may reflect different levels of achievement in the learning standards. Another priority will be preparing general educators to help students with disabilities make progress on additional IEP goals which may differ from their peers' goals (e.g., participation, communication, behavior goals). Table 1 on the following page provides an overview of the topics and program components which will reflect these outcomes.

Table 1

Identify general educator knowledge and competencies for teaching students with disabilities; related activities and materials, assessment projects and activities	SPE 304, Educational planning for students with disabilities
Sequence of required activities for field experience which accompanies SPE 304; performance indicators	EDU 390, Field experience 2: Small group instruction in inclusive classes
Common set of competencies, possible class activities and materials and required assessment activities to address full range of learners (including those with disabilities) in general methods courses	EDU 394, Integrated elementary methods; MED 394, Interdisciplinary middle school methods; SED 394 Interdisciplinary secondary Methods
Common set of required activities for field experience (EDU 394F) that accompanies integrated elementary methods and assessment criteria related to effectively teaching students with disabilities in general education classes. Required activities for methods field experience for middle and adolescent learners.	EDU 394 F MED 394F & SED 394F
Required activities for student teaching related to effectively teaching students with disabilities in general education classes; including performance indicators/ assessment criteria.	EDU 420
Possible reorganization of preservice teachers to create "cohort groups" with a common set of instructors and supervisors for core courses and field experiences.	All undergraduate education courses

Teachers College, Columbia University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

Institutional Plan: To prepare all teachers to work successfully with students with special educational needs, we at Teachers College are designing two dual-certificate programs: a) Early Childhood and Early Childhood Special Education (grades 1-6). We are also planning to offer options for the following: Literacy (birth –grade 6), Grade 7-9 extension, and Specialist in Different Learning. Our goal is to interrelate these options through a common core of departmental preservice and, where appropriate, inservice offerings.

The reason we are seeking support is to enable us to consider carefully the best use of resources and talents in meeting the spirit as well as the law of the new certificates. For example, we are discussing the possibility of moving toward a modular (rather than course-based) program that will enable greater flexibility in meeting the specific requirements of each of the certificates. We have been discussing options among ourselves; with school personnel, especially at our Professional Development Schools; and with colleagues at other institutions. Because we believe that collaborative work inevitably leads to better solutions than does a proposal by single faculty member, we would like to have the program coordinators on a retreat, away from the campus, to concentrate our energies on redesigning our offerings.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

How the Award will be used: To support our planning, we would use the award in the following ways: First, faculty who have been working primarily in separate programs would need time together to develop a common vision. The more flexible the program offerings, the more easily we might be able to make certain that all teachers learn to work with all students and that all teachers understand and can function in the general education classroom. Hence, our consideration of a modular approach and our request for two retreats. We would like to have the relevant coordinators of all the programs together, away from the disruptions of our day-to-day lives, with large blocks of time to work out a good plan or set of plans.

We are all ready working on trying to find ways to integrate our programs and all of us would come to the table with ideas and proposals. We would have one retreat early in the spring semester, perhaps February, to try to develop a shared vision. Following that retreat, we would do whatever individual work arises from the discussions, and then attend a second retreat a few months later, perhaps in April or May, to draft the final proposal. The faculty to attend would include all of those who head programs that will be redesigned to meet the new certification requirements.

Because we already have partnerships at PDS schools and because most all of us are in schools regularly and have monitored our current program offerings carefully, we believe that we are in a good position to propose a plan. We would, however (and this constitutes our second objective), want to meet with 20 teachers who are representative of the areas of certifications we intend to offer to obtain their assistance in reviewing our proposed offerings prior to submitting them for State approval. Finally, we would very much like to develop new advisement tools—perhaps brochures or a video that would explain the importance of the new certification process to our students and potential students, that is, the teachers whom we prepare. We are particularly interested in using CD-ROM technology to explain the certification changes and to improve student advisement.

Thus, the outcomes would be

- A well-thought-out revised departmental preservice program incorporating the certification areas mentioned in A above that also assures that the teachers we prepare can work with all students in general education classrooms
- Closer relations with teachers in all of the areas of certification who are not necessarily working at our PDS schools
- Advisement tools to ensure that smooth initiation of the new certification offerings.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

We have maintained a focus on instruction for all students. We have done that by combining study in childhood education or other general education certificates such as early childhood education, mathematics, and so forth with extended coursework in teaching students with disabilities. We have devised courses in which graduate students studying in, for example, childhood education and those preparing to specialize in teaching students with disabilities will learn together side by side. Although we will offer stand-alone childhood and early childhood education certificates as well as dual certificates, the stand-alone programs include a year or more of specialized study in teaching students with disabilities – characteristics, transition needs, assistive technology, and so forth.

The Task Force support enabled us to do three things:

1. We had a full day retreat of all of the people in the department – professors in childhood education, early childhood education, early childhood special education, teaching students with dis/abilities: learning dis/abilities, gifted education – who would be working on re-certification program. We talked long and hard about how we could collaborate, where we wanted to maintain separate programs, what the impact of various forms of collaboration might be, how we would muster resources for increased numbers of students in our new programs, etc. We then worked to try to modify our existing programs to meet the new, broader requirements. Then, we met bi-weekly on campus for extended periods, interacted with folks in other departments, the registrar, etc., until we had a draft of our joint and individual programs developed. For example, one big decision we made was not to offer a separate ‘teaching students with dis/abilities’ program. Students will either do a dual certificate in childhood education and teaching students with dis/abilities or they will need to enter ‘teaching students with dis/abilities’ program with a general education certificate. The college supported other full day retreats.
2. Early on we had a dinner meeting with the members of the educational community to talk with them about what the new regulations required, about how we thought we might develop our programs, etc. We shared our revised program drafts. We had a public discussion about both individual programs and general characteristics that all programs should include. The guests were prominent people (i.e., teachers, principals, special education directors, inclusion specialists, etc.) working in public schools and private schools in NYC and surrounding suburban areas. We then took the information generated at that meeting and re-drafted our programs.
3. Finally, on January 29 (we have pre-paid, so as not to exceed the December 31st deadline) we will have another large meeting of many of the same community folks who met with us before (we replaced those who attended our last meeting, but whose schedules do not allow them to attend on January 29). At this point, we have rather complete drafts of all the programs we will submit. However, we have time to get another round of input in a public forum. In addition, many of these folks have served in an individual capacity as informal informants and advisors throughout the process. Our drafts are also being reviewed internally by the TC registrar and other.

University at Albany

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

At the University at Albany, all of the programs that lead to classroom teaching certificates are being revised to meet the new teacher education requirements that go into effect in February 2004. New required undergraduate and graduate courses to prepare all teachers to work with students with special education needs are being developed by the faculty in the Division of Special Education, along with consultation with faculty in each of the other teacher education programs in the School of Education. In addition, teachers representing general and special education programs in the schools will assist in the development of these revisions. These new courses will serve students in the undergraduate teacher education program, and students in graduate programs that lead to teacher certification.

In addition, the faculty in the Division of Special Education at the University at Albany are revising all of the master's degree programs in special education to insure that all of its graduates are prepared in general education, as well as in special education, at the appropriate developmental levels of the teaching certificates. The following three new programs have been proposed:

1. A MS in Special Education program designed for teachers entering the program with initial certificates as teachers at the early childhood or childhood levels. This program leads to a professional certificate as a teacher of students with disabilities at the early childhood and childhood levels (with an annotation for teaching students with severe disabilities available).
2. A MS in Inclusive Education programs designed for students without initial certifications. Upon completion of this 2 year program, the graduates will receive professional certificates for teaching all students (general education and special education) at the early childhood and childhood level (with an annotation for teaching students with severe disabilities available).
3. A MS in Special Education designed for teachers entering the program with initial certificates as teachers at the middle childhood or adolescent levels. This program leads to a professional certificate as a teacher of students with disabilities at the middle childhood or adolescent level (with an annotation for teaching students with severe disabilities available).

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort?

The current award will be used in two ways. First, it will pay stipends to 15 master teachers in the schools to meet to review, modify and validate the content of the proposed programs and courses. Second, the Division of Special Education faculty who are developing all of the new courses and programs, as well as the affiliation agreements to facilitate recruitment of students from other colleges and universities that do not have special education programs, will be paid through excess service approvals for the time they are spending on this project.

The outcomes will include a complete packet of materials developed for submission to the appropriate Departmental, School and University Academic Program Committees for approvals during the Spring semester 2000. If all programs develop as proposed, the specific content of this packet will include:

1. Program overviews and justifications
2. Resource requests and justifications
3. Approximately twenty-two new course outlines for the three programs being developed by the faculty of the Division of Special Education

4. Two or three new courses developed to prepare undergraduate and graduate students in teacher education programs within the School of Education at The University at Albany to work effectively with students with special education needs.

In addition, new affiliation agreements with other colleges will be an outcome of this project.

C. Describe the outcomes of your efforts: in what ways are your programs better able to prepare teachers for working successfully with students with special needs?

We had originally expected to develop three new programs in the Division of Special Education: one for students without initial teaching certification, one for teachers with initial certification in Early Childhood or Childhood Education, and one for teachers with initial certification in Middle Childhood or Adolescent Education. However, we have developed five new programs to meet the need for teachers to work with students with special needs. Each of these programs will be described in the following paragraphs.

Although we initially did develop two separate programs for serving teachers at different developmental levels (early childhood and childhood, and middle childhood and adolescent), due to the resources that two separate programs would have required, we combined these programs into one that covers the two middle developmental levels. Therefore, the first program that we developed is one for teachers with initial certification in Childhood Education (and perhaps Middle Childhood) that results in an M.S. In Special Education and professional certification in the area(s) of their initial certification, in addition to certification in Teaching Students with Disabilities at the Childhood Level. The application for this proposal is complete for submission to the State Education Department.

We had initially proposed an M.S. In Inclusive Education for students without any initial certification. As a result of the complexities in creating a new degree program, rather than applying for a new degree, we have created a program that results in two master's degrees (M.S. in Special Education and M.S. in Reading) and certification in Childhood Education, Teaching Students with Disabilities at the Childhood Level, and Literacy (birth-grade 6). This program is designed to prepare teachers to work with all students. The application for this proposal is complete for submission to the State Education Department.

The third program was developed for teachers with initial certification in Childhood Education (and perhaps Middle Childhood) who do not want certification in special education, but want skills and knowledge to facilitate the inclusion of students with disabilities into their classes. This M.S. In Special Education links 12 credits of content and pedagogy and results in Professional Certification in the area of their initial certification. The application for this proposal is complete for submission to the State Education Department.

The fourth program was designed for teachers with initial certification in Childhood Education (and perhaps Middle Childhood) and Teaching students with Disabilities at the Childhood Level. This M.S. In Special Education links 12 credits of content and pedagogy and results in Professional Certification in the areas of their initial certification. The application for this proposal is complete for submission to the State Education Department.

Finally, a new degree program, a M.S. In Literacy and Special Education has been developed and the Letter of Intent for a new degree has been sent forward within SUNY. Although this program has been developed, the application can not be submitted to the State Education Department until the new degree is approved. This program is for students with initial certification in Childhood Education (and perhaps Middle Childhood): completion of the program will lead to professional certification in the area of their initial certificate, in addition to certification in Teaching Students with Disabilities at the Childhood Level and Literacy (0-grade 6).

All of these programs, and the required 21 new courses, have been approved by the appropriate department, School, and University Academic Program Committees. In addition, new courses have been developed to prepare the students in other teacher education programs within the School of Education to work effectively with students with special needs.

University of Rochester

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

The teaching and curriculum program in the Warner School has had a long-time commitment to offering teacher certification at the elementary and secondary levels with a focus on social inclusion, that is, preparing teachers to work with students of diverse backgrounds. We have more recently begun to redesign the courses to include teaching students of different abilities. For example, we redesigned "Race, Class, and Gender" to include "Disability."

However, because we do not currently offer certificates in both special and general education, we are in the process of examining our elementary and secondary programs and our relationships with school districts with the goal of better preparing all teachers in inclusive practices, including offering certificates in inclusive education.

Therefore, our overall institutional plan is the following:

1. Faculty will continue to meet regularly to redesign our programs. Given that we do not admit students into our programs until their junior year, we do not need to submit our redesigned programs to SED until 2001. But we have several major and minor questions to resolve. Can we, as a small program in a private university with eleven full-time faculty, offer both special and general education programs or should we offer only one inclusive program? What should the programs look like? How can faculty work together through team teaching and other means to develop integrated programs in which we complement one another?
2. Develop stronger relationships with both city and suburban schools in order to better prepare preservice teachers in inclusive teaching for local schools. We have developed and will implement in summer 2000 a new masters program for teachers from the Greece Central School District (GCSD). The program prepares current secondary teachers in developing inclusive classrooms by providing them with the principles of inclusion, collaboration, teacher research, and developing inclusive curriculum and pedagogy. GCSD teachers will proceed through the masters program as a cohort. Through the process of creating this program we have developed several new courses, and begun to look at new ways of working with teachers. We want to learn from this experience and be more successful in leaning from districts how to better prepare our teachers and how to support schools and districts in change.

B. Describe how the current award will be used to support the plan, including a statement of what outcomes will result from this effort.

The funding will be used to:

1. Contract with two consultants who have experience in inclusive teacher education, including designing new programs. They will lead a 1 1/2 day retreat for teaching and curriculum faculty plus selected faculty from educational leadership and counseling and present their experience in **creating new programs and their** knowledge of the organization and courses of their own and other inclusive teacher education programs.
2. Provide stipends for teaching and curriculum faculty for one of the days of the retreat described above. The faculty will meet an additional 1 1/2 days (in-kind) before, during, and after meeting with the consultants to generate questions, seek a range of possible answers, identify additional possible resources, and develop a framework for the meetings that will continue throughout the remainder of the spring and the following fall.
3. Provide stipends for teachers and administrators in local elementary schools so that they can meet with our faculty and preservice teachers in focus groups to identify the necessary knowledge and skills required by preservice teachers as they're prepared to teach in inclusive classrooms. The Warner School faculty will contribute their efforts in kind.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

Our funds were used for two purposes. For the first goal we separately invited to campus Professors Nancy Zoller (formerly Boston College, presently Tufts University) and Mara Sapon-Shevin (Syracuse University). They led the teacher education faculty in all-day conversations about the programs at their respective institutions as we began the work of redesigning our programs to meet the new requirements. Consequently, we will submit to SED both general education and inclusion programs (titled for SED "dual certification") from the childhood through adolescent levels that integrate the theory and practice of working with diverse populations into almost all our courses.

For the second goal we met with administrators from the Greece Central School District (GCSD) Central office and administrators and teacher Westridge Elementary School in the GCSD to develop professional development school partnerships. We currently are working with the school to develop the goals for the partnership and the methods we will use to achieve these goals. We have two doctoral students (one whom is Susan Hetherington) the University of Rochester's Strong Development Center) working with district to forge the agreements and to develop a method of assessing progress. While the work has not always gone smoothly (setting up partnership school district is not easy; we have to work at figuring out what works for each other), our efforts have paid off for the student teachers. Teachers at Westridge School have gone beyond what is required, even giving the time to redesign our student teaching handbook to make it more creatively assess and redesign our general education and to develop a new inclusion program. The second was to hold sessions with administrators and teachers from the Greece Central School District with the goal of developing inclusive professional development school.

First, we have better integrated the theory and practice of inclusive education in almost all of our courses. Preservice students now learning with students with special needs in all the courses offered by teacher education faculty. Second, we now can place preservice elementary teachers in exemplary elementary school (Westridge Elementary in Greece). These students work closely with cooperating teachers and administrators. The next year we plan to develop collaborative teacher research programs that will better inform us of our practice.

Utica College of Syracuse University

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

In the fall of 1999 Utica College enrolled its first graduate students in its Leadership and Instruction for Inclusive Classrooms Program leading toward a Master's in Education. This 32-credit program is appropriate for teachers who already have provisional teacher certification and are seeking to meet the requirements for permanent certification.

We also have recently designed a 42 credit MS in Childhood Education Program and a 42 credit MS in Adolescence Education Program. Both of these proposed programs combine the graduate level inclusion courses with the courses required for teacher certification. These proposals are currently being reviewed by the various college-wide faculty committees at Utica College and will be submitted to the New York State Education Department in April.

It has become clear to us over the past year that our hopes for a teacher certificate specifically designated, as "inclusive teacher" will probably not happen in the near future. Our teachers will need to have dual certification in order to find employment in inclusive schools.

We would like to examine our undergraduate and graduate education programs with the primary goal of developing a program that leads to dual certification in elementary and special education and perhaps a second program leading to dual certification in adolescence and special education.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

This award will be used to support the development of a program leading to dual certification. We would like to accomplish this goal by the following activities:

- Examination of other programs leading to dual certification in the region that have an inclusive focus. We particularly need to focus on the skills necessary for special education certification. Although two of our faculty members, Dr. Laura Dorow and Professor Alicia Jarzab, have special education certification we need to reacquaint ourselves with special education curriculae.
- Meet with special education representatives from the 22 school districts in our region to examine their teacher needs and how a new program could be designed to meet these needs while still maintaining an inclusive focus.
- Meet with Utica College faculty from the disciplines that would primarily serve in supportive roles. This planning would facilitate development of the curriculum.
- Develop a sequence of courses leading to dual certification.
- Identify fieldwork sites and student teaching placements.
- Write course syllabi.
- Prepare the program proposal for Utica College approval. Utica College has a 22-step process for program approval.
- Prepare and submit the program proposal to NY State Education Department for approval.

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

The VESID Mini-Grant awarded to Utica College is making it possible for us to develop a teacher certification program for special education The Mohawk Valley area has needed this for many years. Education students living in the Utica area must travel to Syracuse or Albany to take courses towards special education certification. The College of St. Rose and SUNY New Paltz offer some courses in Utica but there is no guarantee on their availability.

The money that we received from the grant has helped us in several ways.

- (1) First, the recognition for receiving the grant award has helped to give credibility to our efforts. College administrators and faculty now perceive our work to start a teacher certification program in special education as positive since VESID has given us support.
- (2) Second, we used the money to provide honoraria to faculty at the college. We selected faculty in disciplines that traditionally have not worked closely with the education program at Utica College but in public schools should work closely with general education and special education teachers. We are now meeting with faculty from occupational therapy, physical therapy, child life specialists, and early childhood. They are helping us to identify what the unique needs are in the public schools in our area for special education teachers and inclusive classroom teachers. Our long-range goal is to develop courses that will be team taught by faculty in education and these other disciplines.
- (3) Third, the grant has made it possible for us to begin outreach efforts to work collaboratively with the schools in our area to develop a special education teacher certification program that will meet their needs. The timing of this development has been ideal since the school districts already view our inclusive masters program as highly beneficial. In fact, the Utica School District starting this January will pay the tuition for their teachers who enroll in our inclusion program. The collaborative development of the special education certification will focus on the new and changing roles of special educators as they adapt to inclusive classrooms and schools. This focus is possible because of our inclusive masters program, which was developed through our work with the Higher Education Task Force on Quality Inclusive Schooling.
- (4) Finally, children with special needs in the Mohawk Valley will directly benefit from the development of this program. Our collaborative development of courses across disciplines and school districts will help to ensure that the content of the courses will truly meet the needs of the children in our area. Also, as a result of working with the school districts to design the courses it is highly possible that they will identify teachers in the districts who can help teach course content. This commitment to the courses by the school districts then translates into a commitment to implementing the practices in the classrooms. Children with special needs in the Mohawk Valley will directly benefit from this commitment.

Wagner College

A. Describe briefly the overall institutional plan to develop or modify the teacher education programs to prepare all teachers for working successfully with students with special educational needs.

With the re-registration of its teacher preparation programs, Wagner College's intent is to retain all their current possibilities of certification, but modified to enable all pre-professionals to be proficient in working with both regular students and with special needs students in either inclusive or mainstreamed settings.

A model has been developed at the undergraduate level in 1-6 (childhood) and 7-12 (adolescent) and at the graduate level in B-2(early childhood) and 5-8 (middle childhood) for dual certification in regular and special education. This model has required the review and change of each current education course ensuring that each course discusses inclusive practices and its impact on educational theory and pedagogy.

Working with TEPU, the Teacher Education Policy Unit (institutionally based) and EPPAC, the Educational Personnel Preparation Advisory Council (college, school district and community stakeholders in teacher preparation), the Education Department's reregistered programs will insure a better understanding of the theory and practice of inclusion. As well as complying with the new state standards, the institutional plan has the potential for increased dialogue between all the stakeholders involved at the college, school district and community levels, to develop an understanding and practice of inclusive theory, and practice.

B. Describe how the current award will be used to support that plan, including a statement of what outcomes will result from this effort.

The award will be used to develop and execute a four-part program to enhance understanding of preparing, delivering and assessing an inclusive curriculum at all the developmental certification levels currently being re-registered by Wagner College. The series of meetings, discussions, and activities proposed would enhance programs already in place at the college and local school level, as well as providing direction to for the proposed dual certifications in regular and special education.

The four-part program would consist of-

1. Visitation, by a faculty member accompanied by a "master" cooperating teacher to other institutions.
2. One-day workshop on inclusive classroom settings for all stakeholders represented on Wagner College's Educational Personnel Preparation Advisory Council
3. Weekly school-based supervisory seminars
4. Half-day culmination seminar

The participants would include ten student teachers and department-mentored teachers working in Local middle and secondary schools on Staten Island and in the Bensonhurst and Bay Ridge sections of Brooklyn, ten cooperating teachers/mentors, and the three college supervisors from the Education department. The "department-mentored" students are registered in a MAT program by working as beginning teachers with CPT or PPT licenses issued by the NYC Board of Education. These Wager supervised students are struggling in classrooms which include an increasingly diverse student population with additional special needs. This proposal would ensure enhanced assistance to these preservice and beginning teachers and allow them to better focus on the politics of inclusion

C. Describe the outcomes of your efforts: In what ways are your programs better able to prepare teachers for working successfully with students with special needs?

1. Philosophy of Inclusion (beliefs and benefits) can be integrated into all Education courses: Students can revisit and revise their own philosophy of teaching in inclusive settings as they take courses and gain knowledge and experience as they move through the teacher education program. Students will reflect on

various perspectives and with the goal of developing their own teaching philosophy. They will recognize that such a philosophy can and should be modified throughout one's professional career.

2. Case study approach: Coursework can include the use of case study as a means for students to focus on an individual in an inclusive field setting. Students will get to know a child on levels that include, yet go beyond the academic, such as social, personal, and cultural. Perspectives and theories learned in courses will offer insight. For instance, learning styles or the application of the multiple intelligences to enhance a specific child's educational experiences could be a focus for examination.

3. Application of strategies and techniques in inclusive classrooms based on theory of practice: Students can journal when planning lessons. They can reflect on the "why" and "how" of their own teaching. Students will become responsible and accountable for the lessons they teach.

4. Increased understanding of assessment of children: Students exposure to the types of assessment available to them can be increased. They can learn techniques and then apply them in inclusive field settings. Teacher and authentic assessment can be used for creating individual education plans, modifying curriculum, and adapting instruction. Students can document their experiences and learn how to apply these findings to meet student needs. Becoming better informed about diagnostic information available to classroom teachers, support personnel, and deciphering formal and informal test results will lead to a fuller understanding of the evaluation process.

5. Collaborative approach for teacher preparation: Classroom teachers can take an active role in preparing students for teaching in inclusive settings. They can share their expertise and collaborate with Education Department faculty. Classroom teachers offer direct access to the "mindset" of today's inclusive classroom. Teachers can offer ideas for syllabi, assignments, and experiential aspects. They can consult, advise, and team-teach. In return, Department faculty members can offer support to their teacher-partners through counseling, re-direction, and affirmation.

6. Modeling workshops: Students, Department faculty, and classroom teachers can attend workshops where viable teaching practices for inclusive class settings are modeled. Discussion and review sessions could follow.

7. Increased communication between Department field supervisors and classroom teachers:

Increasing time spent by faculty field supervisors with participating classroom teachers to discuss college student assimilation and progress can lead to improved "comfort level" for all involved. There can be a renewed sense of continuity and ease of dialogue. Faculty field supervisors can become better informed about life inside an inclusive classroom setting in order to support both the cooperating teachers and the college student. Teachers can be invited to attend meetings, classes and seminars.

Wagner enlisted the support of Joan Black, Chair of the Education Department at Marymount College, as recommended by The Higher Education Task Force on Quality Inclusive Education. Joan and her colleague, Neil Garofano (special education specialist), developed an Inclusive Curriculum which they have implemented in their Teacher Education Program at Marymount. The workshop consisted of informal conversation over lunch among the participants, followed by brief introductions. Joan and Neil then presented a *Powerpoint* presentation (slide show) which provided an inside look into their current program at Marymount. The slide show provided Wagner faculty members with:

1. An outline of the specific objectives of the Marymount program, i.e.; To prepare general educators for inclusive classrooms to address special needs of learners in grades 1-6 and 7 – 12.
2. A comparison of the old and inclusive models, i.e.; separate general education / special education courses vs infusion of special education into all courses
3. Highlights of the program with an emphasis on firsthand field experience to connect course content to school settings
4. Collaboration was stressed both within the context of course requirements as well as being modeled by Marymount Education faculty within their own teaching practice.
5. Course requirements include, Assessment and Identification of Exceptionalities and Child and Adolescent Psychology

Sample syllabi were then distributed for our review, followed by a question and answer period. Joan and Neil encouraged an open, informative dialogue. They provided our faculty members with their e-mail addresses and offered continuous support to our program. Book titles were offered as well as suggestions for constructing electronic portfolios as a possible assessment tool for our students. This was our first step in implementing the mini-grant. A second workshop was held on August 31 ". This workshop was conducted specifically for fall semester faculty supervisors, school cooperating teachers, student teachers and under-graduate student observers in selected schools in District 31. The workshop was lead by Wagner faculty member, Diane Porat. Before joining the Wagner Education Department faculty, Diane taught Special Education in District 31.

A third workshop was held on December 14th, 2000, as a final reflective seminar designed to evaluate the project and determine the direction our program will take in the Spring. The same participants were invited to attend as to the August 31st workshop. That is; the cooperating teachers, participating student teachers/observers and Education Department faculty members and supervisors.

As our current program has prepared our students to approach all students as individuals and to accommodate individual differences (component built into our lesson plan format), as well as requiring course and experiential work in assessment and evaluation strategies for exceptional students, we were seeking specific adaptations to our current curriculum designs. In analyzing our dialogue with our students and cooperating NYC teachers we have come away from the experience noting the following possible changes to our current curricula.

1. Students need to increase time spent in constructive dialogue with their cooperating teachers with regard to individual students.
2. Cooperating teachers and Wagner faculty need increased input from special education specialists i.e.; team or collaborative teaching with emphasis on specific strategies for dealing with exceptional students.
3. Increased experiential practice built into course work with attention to case studies is needed.
4. Ongoing professional development to address concerns and provide support to all participants in working successfully in an inclusive setting.
5. Periodic evaluation of progression of inclusive pedagogy as experienced by students, teachers and supervisors should be monitored, i.e.; professional growth witnessed or relative ease in working in an inclusive setting attained over time.