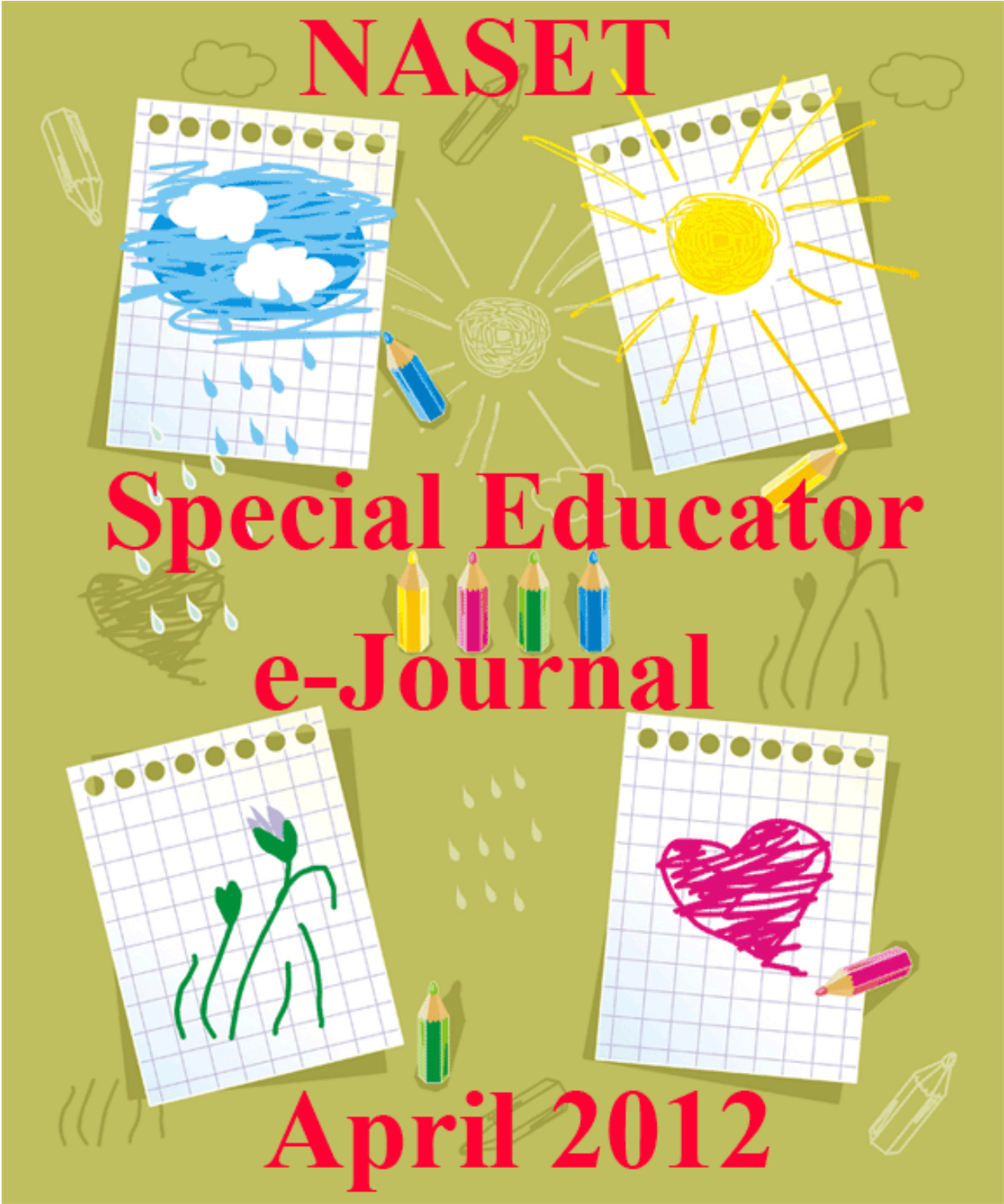




NASET

Special Educator e-Journal

April 2012

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Update from the U.S. Department of Education

Department Announces New Effort to Strengthen Accountability for Students with Disabilities

The Department of Education announced new steps to help close the achievement gap for students with disabilities by moving away from a one-size-fits-all, compliance-focused approach to a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights.

While the Department has effectively ensured access to educational resources for students with disabilities, not enough attention has been paid to educational outcomes, which have not sufficiently improved. This is partly due to the fact that federal policy has focused more on procedural requirements and not enough on critical indicators like increasing academic performance or graduation rates for students with disabilities.

"For too long we've been a compliance-driven bureaucracy when it comes to educating students with disabilities," said U.S. Secretary of Education Arne Duncan. "We have to expect the very best from our students—and tell the truth about student performance—so that we can give all students the supports and services they need. The best way to do that is by focusing on results," Duncan said.

Throughout the coming year, the Department will work closely with stakeholders to develop and implement a new review system that takes a more balanced, results-driven approach to assessing how states are educating students with disabilities and better targets monitoring to where it's needed most.

Since the current process of conducting on-site state compliance reviews has not focused enough on improving student outcomes, the Department will not be carrying out the visits scheduled for the 2012-13 school year to allow it time to develop a new and more effective system. However,

the Department will continue to review annual performance reports as well as monitor state supervision systems.

For more information about the work of the Department's Office of Special Education Programs, see <http://www2.ed.gov/about/offices/list/osers/osep/index.html>

School Turnarounds Are Succeeding

America cannot keep the promise a quality education to every child without ending the cycle of failure in our chronically low-performing schools.

From the early days of the Obama Administration, the President and Secretary Duncan explained that the country could not continue the status quo, with the idea that some schools are merely destined to fail.

“We could not continue to tinker,” Duncan explained earlier today at the Building a Grad Nation Summit in Washington. “[The President] and I believe that dramatic change is needed in low-performing schools.”

The President and Duncan worked with Congress in 2009 to make an unprecedented investment in turning around low-performing schools.

Through ED’s School Improvement Grants (SIG), the Administration dedicated more than \$4 billion dollars, that has reached over 1,200 schools. The goal of SIG is to accelerate achievement in our nation’s lowest-performing five percent of schools. The federal grants from ED are just one element in addressing a challenge that requires input and support from school leaders, teachers, unions, and local partners in the community.

Secretary Duncan announced this morning that the preliminary SIG data shows that the program is producing impressive gains in learning.

In year one under the new SIG:

- Nearly one in four schools saw double digit increases in math proficiency.
- Roughly one in five schools had double-digit increases in reading proficiency.
- In nearly 60 percent of SIG schools, the percent of students who were proficient in math or reading went up in the first year.

Duncan noted that the positive results are from the first year of data, and that it will take several years of data to confirm that SIG is making a lasting improvement in academic achievement.

“At the heart of all these successes,” Duncan explained, “are teachers and school leaders who are excited about the prospect of change.” Before joining a panel at the Summit, Duncan closed by reminded those in attendance that, “Children only get one chance at an education,” and that there isn’t time to wait for reform to happen.

“Working in the Nation’s Lowest-Performing Schools: A Progress Report”: Remarks of U.S. Secretary of Education Arne Duncan to the 2nd annual Building a Grad Nation Summit

Thank you, Reba, for that generous introduction--and thanks to Target for the commitment and leadership they’ve shown in working to strengthen our nation’s schools.

I also want to give a shout-out to Bob Balfanz and John Bridgeland for their groundbreaking work over the years to identify and promote solutions to the high school dropout crisis.

I’m going to provide a preliminary progress report today on our School Improvement Grants, or what’s known as our SIG program.

As you know, SIG seeks to accelerate achievement in our nation’s lowest-performing five percent of schools through far-reaching interventions. Federal grants support school leaders, teachers, unions, and local partners in the community to undertake this challenging work.

We are seeing some very encouraging signs of progress in the first year of data from SIG schools, which few experts anticipated. But before I talk about the preliminary data, I want to put some of what we’re seeing in context.

The starting premise for the SIG program is, unfortunately, painfully self-evident. The United States simply cannot meaningfully boost graduation rates and promise a quality education to every child without ending the cycle of failure in our chronically low-performing schools.

Tragically, sometimes not just for a few years, but for decades, children have been cheated of a world-class education in these schools. And for far too long, we—as adults, as educators, as leaders—have passively observed this educational failure with a complacency that it is deeply disturbing. States and district officials have traditionally tinkered in these schools--instead of treating them as educational emergencies.

From the moment I became CEO of the Chicago Public Schools in 2001, I was told that not much could be done to transform a failing school. And I was told that nothing could be done to transform failing schools at scale.

Skeptics on the left of the political spectrum said that the barriers of poverty and race, and the attachment of parents to their neighborhood schools, were just too tough to overcome.

Those on the right of the political spectrum said the teachers, the unions, and the district administrators would never buy-in to dramatic change.

At the national level, the No Child Left Behind law required persistently low-performing schools to take action to improve student learning. But in reality, chronically under-performing schools were required to do little--and for years the federal government provided little or no money to help support change in these schools.

Almost no high schools, for example, were included in federal school improvement efforts—even though just 15 percent of our nation’s high schools produce half of the nation’s 1.2 million dropouts. Adults admired the problem, they pointed fingers, they bickered—and the end of the day, nothing meaningful changed for children.

Early in his administration, President Obama said that America could no longer maintain this status quo in chronically low-performing schools. We could not continue to tinker. He believes, and I believe, that dramatic change is desperately needed in low-performing schools. We absolutely reject the idea that some schools, or children, or neighborhoods are just destined to fail.

So, in 2009, the Administration, with support from Congress, created a new and much more ambitious program for turning around low-performing schools.

It gives state and districts four options for dramatically improving schools. But all four options require schools to institute far-reaching changes to improve student learning. As my friend Dennis Van Roekel, the head of the NEA says, “a tweak here or a toggle there will not lead to fundamental change.”

For the first time, the Administration put serious resources into supporting school turnaround efforts, to the tune of more than four billion dollars. That money has gone to over 1,200 schools, each of which got a three-year grant of up to two million dollars a school. And in our first cohort of schools, 45 percent were high schools. We wanted to attack the toughest challenges head-on. Almost immediately, armchair analysts, bloggers, and pundits virtually uniformly predicted that the SIG program would flop. They said it would be a terrible waste of time, talent, goodwill, and money.

They said it would have little effect on student learning and student outcomes. They said that even if the program worked to turn around a few schools, it would never succeed at scale or produce lasting change.

Fortunately, great teachers, great school leaders, great community partners and parents—and, most importantly, committed students--didn’t listen to the skeptics.

These courageous teachers, school leaders, and community partners understood that turning around a low-performing school is some of the toughest, most controversial work they would ever undertake. But they knew it was also among the most important, and potentially most rewarding work they would ever do in their lives.

They knew that the difficulty of the work could not be an excuse for inaction. And they didn’t claim to have all the answers. They approach this work, as we all do, with a real humility, coupled with a tremendous sense of urgency.

We are still getting in the results of the first year of the SIG program. But our preliminary data show that after just one year, that commitment to change is producing dramatic gains in learning in a significant number of schools. None of these schools are where they need to be, or will be, yet. But the progress and sense of momentum are real.

We had about 850 schools in the first SIG cohort. We now have preliminary achievement data from 43 states, covering about 700 of those schools in their first year of the program.

In year one, roughly one in four schools saw double-digit increases in math proficiency. About one in five schools had double-digit increases in reading proficiency. All told, in roughly 60 percent of SIG schools, the percent of students who were proficient in math or reading went up in the first year of the program.

Now, as encouraging as these increases in academic achievement are, I want to be clear that they are still preliminary. We're only talking about the first year of data, and everyone recognizes that we will need several years of data to confirm a lasting improvement in academic achievement.

We are also continuing to gather data on other critical outcomes that matter to assessing student progress, like changes in graduation rates, dropout rates, discipline, attendance, and other indices.

So, this is very much a first look at the initial results of SIG. But it is encouraging to see that rigorous research in cities like Philadelphia and New York City is also finding that turnaround schools and reconstituted schools can dramatically improve student performance and substantially boost graduation rates. Even more encouraging, they are doing so district-wide, not in isolated pockets of success. Scale is so important to this effort.

And it is equally heartening to hear, as we learned earlier this morning in the Grad Nation update, that there has been a big drop in the number of high school dropout factories nationwide, especially since 2008.

From 2008 to 2010, the number of high schools in America where graduation is not the norm fell from about 1,750 schools to 1,550 schools. All told, nearly 400,000 fewer students attended high school dropout factories in 2010 than just two years earlier.

What are the ingredients of success? In the SIG program, we're seeing that schools that boost student achievement tend to share at least two common elements.

First, they have a new, dynamic leader who is deeply committed to the students and the surrounding community.

I'm talking about extraordinary principals like Roy Sandoval, who works at a turnaround high school on an Indian reservation 200 miles northeast of Arizona. Every Monday, he wakes up

early and drives two-and-a-half hours to his school. All week long he lives on the reservation--before driving back home two-and-a-half hours to his family on the weekend.

The second thing that turnaround schools have in common is they have teachers and adults who share a relentless focus on improving instruction, both through collaboration and through the use of data.

All four of the SIG models give professionals in the schools the resources they need to be ambitious teachers. They all provide for embedded professional development, greater use of data to inform instruction, and increased learning time, including collaboration among teachers. And they all provide for improved teacher evaluation systems that, for the first time, provide meaningful feedback to support instruction and a rigorous instructional program aligned with state standards.

But the road to success is not the program itself. It's the focus, passion, and commitment of practitioners that drive success. Contrary to a lot of the predictions that were made about SIG, the program has helped spur innovation in the field, instead of somehow stifling it.

Maxfield Magnet Elementary School in St. Paul, Minnesota has adopted a peer-to-peer observation system. It now requires all teachers to be observed in their classrooms and to serve as observers of other teachers three times a year.

In Ontario High School in Ontario, Oregon, teachers are making better and smarter use of technology to improve instruction in real-time.

In Las Vegas, the principal of Kit Carson Elementary, Cynthia Marlowe, used SIG funds to institute a tutoring program, which added an hour of learning time to the end of the school day. The result?--reading and math proficiency both improved by more than 20 percentage points.

Down the road in Reno, Smithridge Elementary hired a new STEM coach and data specialist to give teachers meaningful feedback and daily coaching. Students themselves have a big role in tracking and analyzing their own progress. Empowering students to take ownership of their own learning is so important. Weekly assessments monitor how students are learning state standards--and all data is tracked for each student in a data journal.

At the heart of all these successes are teachers and school leaders who are excited about the prospect for change. It's what motivates them, gets them up every morning, and keeps them working late into the night.

These leaders recognize how demanding this work is but they also see the potential for fundamentally transforming the life chances of their students.

They know that school culture is hard to change. But they also believe that all children—all children--must be given the opportunity to fulfill their potential. As one study of turnaround schools in Philadelphia put it, teachers at successful turnaround schools feel like they are part of "something big."

Let me give you an example of being part of something big.

One of our panelists, Carole Smith, the fantastic superintendent in Portland, Oregon, will talk in a moment about how the SIG program has worked in her district at Roosevelt High School.

Two years ago, Roosevelt was named one of the worst high schools in the state. But in its first year in the SIG program, Roosevelt has had a 14 percent jump in its four-year graduation rate. Attendance is up. Test scores are up. Discipline problems are down.

But just as telling, Roosevelt's educators have fostered a new belief among students about what is possible. The arts, for example, are thriving--and so is the school's drama program.

Last summer, the students performed a play at the International Thespian Festival in Nebraska. That was a first for a public school in Portland. And to make sure that all the students could make the trip, the drama director, Jo Lane, took out a second mortgage on her home.

That is a remarkable commitment. And we have to figure out how to give her some help and support.

In cities like St. Louis and Portland, Maine, local unions are looking to improve and strengthen school turnaround efforts. They are collaborating with management to design turnaround-customized supports for teachers and new professional development for staff in turnaround schools.

A final barrier to turning around schools is that parents are supposed to fight change in neighborhood schools. Sometimes, parents do cling to the familiar. But we are finding that parents and community organizations are in many cases helping to drive change and enhance learning.

Community engagement is crucial to successful turnarounds. As Dennis Van Roekel likes to point out, you can't spell "partners" without "parents." And that's one reason that the administration has announced a new initiative, Together for Tomorrow, to foster and expand community engagement in low-performing schools.

Together for Tomorrow is already underway at six demonstration sites around the country. Working with the White House and the Corporation for National and Community Service, we'll be expanding this effort to foster more community partnerships to advance school improvement.

In the end, no one can do this work alone. Promoting a community culture, where educational improvement is everyone's responsibility, is our great national mission. It does take a village. Children only get one chance to get a quality education. As Martin Luther King said, we cannot wait upon reform to happen, we cannot wait for equal educational opportunity to be realized. This is the civil rights challenge of our generation.

And I thank everyone in this field for their courage, their commitment, and their leadership in bringing new hope to communities, schools, and children where the light of hope had dimmed.

This is, at heart, a movement. This is about so much more than education. It is a daily fight for social justice. And together, we will win!

Learning International Lessons in Principal and Teacher Preparation

U.S. Secretary of Education Arne Duncan joined education leaders from twenty-three high-performing, rapidly-improving countries in New York City last week. Over the course of two days, each country shared ideas and successful, innovative practices for teacher preparation and school leader development during the second-ever International Summit on the Teaching Profession.

Just last year, the Department held the first Summit, bringing together not just national education ministers, but also union leaders in partnership with teachers, and education experts to help to shape the conversation. Through a public discourse, participants identified common challenges in education across different countries and cultures while also laying out the need for systematic reform.

The lessons learned from the practices of high-performing systems during [last year's Summit](#), had a big impact in the United States. It helped lay the groundwork for a new Obama Administration project called [RESPECT](#), which stands for Recognizing Educational Success, Professional Excellence, and Collaborative Teaching.

Last month, President Obama proposed this new competitive grant program to empower states and districts that commit to pursuing bold reforms at every stage of the teaching profession. Throughout the planning, teachers themselves had—and will continue to have—a major voice in shaping RESPECT. The Department's team of Teaching Ambassador Fellows—active classroom teachers who spend a year working at the U.S. Department of Education—have already held more than 100 roundtable meetings with teachers across the country and will hold several more in the coming months. The development of RESPECT also benefitted enormously from the input of American Federation of Teachers (AFT) President Randi Weingarten, and from National Education Association (NEA) President Dennis Van Roekel's and his leadership in the NEA's Commission on Effective Teachers and Teaching.

This year's Summit reaffirmed the central role that school leaders and teachers play in successfully implementing reform to improve student learning and why the RESPECT project is so important to the United States. We heard, for example, from the head of Singapore's National Institute of Education who talked about the knowledge, skills and values teachers need to be able to engage 21st century learners. Teachers in Singapore open their classrooms to colleagues to watch and listen so they can all work together to improve teaching and learning rather than closing their doors and working in isolation. This is truly a collaborative way to promote educational success and excellence and one the U.S. can work to emulate.

Certain practices and policies were repeated throughout the Summit like the need to attract talent to education through competitive pay scales and career-ladders; the benefits of providing support through school-to-school, principal-to-principal, and teacher-to-teacher networks; and the large-scale value of identifying high-level, common standards that are consistent from pre-K through high school in order to prepare students for college and careers.

With these great challenges come great opportunities. Engaging with international education leaders has contributed valuable insight and input that will help the U.S. continue our work to elevate our nation's education system. Accomplishing this broad, imperative goal will depend on our ability to attract and retain great talent over the short term so the U.S. can effectively shape public education for generations to come.

We look forward to continuing the conversation at the next Summit, which will be convened by the Netherlands in Amsterdam in 2013.

Education Department Awards \$24.6 Million in Grants To Support Teacher and Principal Development

U.S. Education Secretary Arne Duncan announced the award of nearly \$24.6 million for three grants to improve student achievement by increasing the effectiveness of teachers and principals. Funded under the Supporting Effective Educators Development (SEED) program, projects are awarded to the National Writing Project, New Teacher Center, and Teach for America.

“Effective teachers and principals are so central to boosting student achievement and producing better outcomes for children,” Duncan said. “These grants are excellent examples of ways to support teachers and school leaders and develop the next generation of world-class educators.”

The National Writing Project, based in Berkeley, Calif., will use its \$11.3 million grant to train 3,000 K-12 teacher-leaders in the teaching of writing, who will then conduct professional development for teachers in local schools and districts in all 50 states. They are expected to reach some 12,000 students during the 2012-13 school year. The training will be conducted at intensive summer institutes for teachers on university campuses as well as through online programs. Another focus of the National Writing Project grant is to provide at least 30 hours of professional development in writing instruction throughout the school year for teachers serving high-need students in 100 schools and districts across the country.

The New Teacher Center in Santa Cruz, Calif., will use its award of nearly \$4.98 million to support novice teachers and principals in the Hillsborough County Public Schools in Florida. The grant will fund teacher mentor and principal coaches to provide intensive support for each beginning teacher and new principal to ensure that they are having a positive impact on student learning right from the start of their careers. The program will reach 1,200 new teachers in elementary, middle, and senior high schools throughout the county.

Teach for America (TFA), based in New York City, will use its \$8.3 million award to support more than 9,000 teachers in high-need schools during the current school year, and recruit, select, train and place up to 5,800 new teachers for the 2012-13 school year. The funds will support summer training institutes for its teachers in eight cities--Atlanta, Chicago, Delta, Miss., Houston, Los Angeles, New York, Philadelphia, and Tulsa—as well as recruitment efforts on college campuses. The project’s overarching goal is to improve academic growth for students reached by TFA teachers.

The SEED program is funded through the Department of Defense and Full-Year Continuing Appropriations Act of 2011.

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Calls to Participate

National Education Startup Challenge Invites Youth to Propose Education Solutions

<http://nesc.challenge.gov/>

The U.S. Department of Education has launched a National Education Startup Challenge, inviting students in middle school, high school, and college and out-of-school youth to develop innovative solutions to improve education. Youth from across the country are encouraged to submit a business plan and a video pitch for a for-profit or non-profit startup that includes an innovative strategy, product, or service designed to address one of these four topics: Middle Grades Matter; Skills, Skills, Skills; Education Pays; and Finishing Faster. Deadline for submissions: May 1, 2012.

The 4th Annual HCTRC Research Symposium Seeks Abstracts

https://uncodum.qualtrics.com/SE/?SID=SV_77A6vbYjaM6KMpS

The Health Care Transition Research Consortium (HCTRC) and GotTransition – the National Health Care Transition Center, in collaboration with the Chronic Illness & Disease Conference, Transition from Pediatric to Adult Care, seek abstracts for presentation at the 4th Annual HCTRC Research Symposium, October 17, 2012, in Houston Texas. This research symposium invites researchers, clinicians, consumers and families to share their health care transition expertise and experience; foster the development of this emerging and growing field of science and specialty practice; and facilitate networking among colleagues and consumers. They are interested in receiving abstracts addressing: Young Adult/Parent Experience, Quality Improvement/Program Design, Education, Research/Outcomes, Service Models, and Other (i.e. abstract category not listed; thematic presentation involving several presenters) Submission deadline: May 31, 2012.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Customized Employment

<http://www.worksupport.com/training/webcourses/ce.cfm>

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in “Customized Employment,” March 26-April 23, 2012. Customized employment uses a flexible blend of strategies, services, supports, and funds to facilitate employment outcomes for job seekers with complex needs through negotiated employment relationships. Topics Covered: Overview of customized employment, Ways to get to know the job seeker, Strategies to find jobs & Blending supports and funds. Course Credit: Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Personalized Job Development

http://www.worksupport.com/training/webcourses/job_development.cfm

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU

RRTC) offers an online course in “Personalized Job Development,” March 19-April 16, 2012. Job development is the process of locating and creating work opportunities for individuals with disabilities. This is achieved by earning an opportunity to engage an employer and then earning a commitment to meet, interview, and hire a specific job seeker. Topics Covered: Core Values, Strategies for Personal Improvement, Contact & Presentation Strategies. Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

2012 Southwest Conference on Disability Seeks Proposals

<http://cdd.unm.edu/swconf>

The 2012 Southwest Conference on Disability seeks proposals on the theme “Access For All: To Boldly Go Where Everybody Else Has Gone Before,” with emphasis on: Access To Health, Physical Access, Access To Employment, Access To Technology, and Access To Behavioral Health Through High-Quality Service Partnerships. The conference will be held October 9-12, 2012. Deadline for proposals: May 11, 2012.

Participants Sought for Survey on Mentoring Services for High-Risk Youth

www.surveymonkey.com/s/YouthMentoringSurvey

The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a survey to improve the design and delivery of mentoring services for youth at risk for delinquency, alcohol and drug abuse, truancy, and other problem behaviors. Results will be included in a research report and in training and technical assistance materials, which will be free and available online. The survey is funded by the Office of Juvenile Justice and Delinquency Prevention. Mentoring and juvenile justice professionals working in detention, corrections, probation, dependency courts, delinquency courts, and teen court/youth court diversion programs are encouraged to participate.

America's Promise Launches Grad Nation Communities

<http://www.americaspromise.org/gradnationcommunities>

America's Promise Alliance is drafting more communities into its campaign to boost high school graduation. The Alliance recently launched Grad Nation Communities, part of the Grad Nation Campaign, a 10-year initiative to mobilize all Americans to take action to end the high school dropout crisis and better prepare young people for college and the 21st century workforce. The Alliance invites communities to join this network of cities and towns that will work to improve high school graduation rates by focusing on the local schools that are most in need of improvement.

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Special Education Resources

Achieve and Education First Release Common Core State Standards Tool to Assist States in Implementing the CCSS

Self-Assessment Tool

<http://www.parcconline.org/CommonCoreImplementationRubricTool>

The Common Core State Standards (CCSS) provide states for the first time a common platform on which they can collaborate and compare achievement, and students from coast to coast will be held to standards designed to prepare them for college and careers. But success in each state will hinge on implementation: strategies used to improve instruction in every classroom, tiered supports provided to all students, policy changes to promote coherence and alignment, and commitment to building and maintaining widespread understanding of and support for the new standards. To assist states in gauging the strength of their implementation plans and to illustrate how to improve them, Education First and Achieve have partnered on the development of a “Common Core State Standards Implementation Rubric and Self-Assessment Tool.” This tool sets a standard for a strong state role, provides examples to help state leaders, and profiles some promising state approaches.

An Invitation to the Big Picture: Implementing a Local Collaboration for Youth in Your Community

Guide

<http://sparkaction.org/resources/58821>

The National Collaboration for Youth and the Forum for Youth Investment’s “Invitation to the Big Picture” is a guide to forming and sustaining Local Collaborations for Youth, which allow local child- and youth-serving agencies to pool their collective expertise, resources and voice in “whole-community” efforts to improve outcomes for children and youth by identifying gaps, aligning efforts, and improving impact.

Breaking Point

Survey Report

<http://tinyurl.com/yeygrcw>

The 28th Annual MetLife Survey of the American Teacher reports that in the past two years teachers’ satisfaction with their profession has declined significantly, down by 15 points since last measured, the lowest level in the survey for over two decades, among other findings.

Education Week Spotlights

Briefs

http://www.edweek.org/ew/marketplace/products/edweek_spotlights.html?cmp=EB-SPT-020912

“Education Week Spotlights” contain essential news and commentary on talked-about topics in education. Topics in the latest Spotlights include bullying, school improvement, personalized learning, professional development, and data-driven decision making.

High School Knowledge Database

Database

<http://www.betterhighschools.org/KnowledgeDataBase/>

The National High School Center's High School Knowledge Database houses resources on a variety of high school improvement topics, with three search options: (1) Keyword text search; (2) High School Topic Area(s) search; and (3) Search by the Eight Elements of High School Improvement, which allows users to select one or more of the Center's Eight Elements of High School Improvement and see resources for each Element, a useful option for those using one or more of our Elements and interested in resources that align with those specific Elements.

High School Toolkit

Toolkit

<http://tinyurl.com/7qn9k3a>

The Center for Public Education offers answers for such questions as "What keeps kids in school?," "What makes graduates college- or career-ready?," and "Has it gotten harder to get into college?" in their High School Toolkit, an interactive resource that allows users to browse through their resources on high school by specific question or by type of resource.

How Data Can Forecast Future Struggles or Success For Students

Report

<http://tinyurl.com/7o95cv4>

"Education Week" has published "How Data Can Forecast Future Struggles or Success For Students." School districts collect information on their students, and many districts build data systems to organize that information, but some have systems mature enough to use complex analytics to predict which indicators mean students may go off track down the line, either not graduating or not being ready for college graduation. North Carolina's Charlotte-Mecklenburg school district, for instance, records habits and grades of elementary school students, making a "risk-factor scorecard" to help spot children at risk of dropping out in a decade, then deploying resources to help them change course. Without organization, data can be overwhelming; but with organization, that knowledge can be used to better help students.

Improving the Reading Comprehension of Students with Learning Disabilities

Abstract

<http://nichcy.org/research/summaries/abstract82>

"Reading Comprehension Instruction for Students with Learning Disabilities" summarizes the major points of the Berkeley, Scruggs, & Mastropieri meta-analysis of research conducted between 1995 and 2006. This meta-analysis synthesizes findings of 40 studies for improving the reading comprehension of students with learning disabilities.

Is Credit Due?

Report

<http://tinyurl.com/8a8rwzr>

"Credit Recovery Programs: Full Report," from the Center for Public Education, examines credit

recovery programs, which give students who have fallen behind the chance to “recover” credits. There is no federal definition of credit recovery, although credit-recovery classes are supported by several government funds. The report asks introductory questions: Who is taking credit recovery programs? How far behind are the students taking them? Do they catch up, or continue to fall behind? When had they started falling behind? What is the failure rate for credit recovery classes as compared to traditional classes? How do students who re-earn missed credit fare on statewide exams, compared to students who pass the first time? How do students who earn diplomas after credit recovery fare in postsecondary education or employment? And how does this compare to available data on GED recipients, traditional graduates, and dropouts?

Maximizing the College Choice Process to Increase Fit and Match for Underserved Students

Brief

<http://tinyurl.com/7pyv9ct>

Gaps in college enrollment and completion rates for underserved students are partly due to attending postsecondary institutions that are not a “good match” for their social, academic, and financial needs. Thus, these students are less likely to perform well and earn a degree. Gauging this match is part of the complex and often confusing college choice process, requiring that students and parents be knowledgeable about selecting an institution that is well-suited to their needs. In a new brief, “Maximizing the College Choice Process to Increase Fit & Match for Underserved Students,” the Pathways to College Network, along with the National College Access Network (NCAN), synthesizes research on the college choice process for low-income, first-generation, and minority students. Available in pdf (367 KB, 11 pp).

Opportunity Road: The Promise and Challenge of America's Forgotten Youth (January 2012)

Report

<http://www.civicerprises.net/reports%20-%20social%20mobility.html>

“Opportunity Road: The Promise and Challenge of America's Forgotten Youth” is a report based on a national survey and additional research. It focuses on understanding how young people between ages 16 and 24 become disconnected from school and work and what challenges they face in trying to reconnect. The report was produced by Civic Enterprises & America's Promise Alliance in association with Peter D. Hart Research Associates for the Annie E. Casey Foundation, Bill & Melinda Gates Foundation, and James Irvine Foundation, and informed by a Practitioner Advisory Committee from the Forum for Youth Investment, Jobs for the Future, and YouthBuild USA.

RTI and Classroom and Schoolwide Learning Supports: A Guide for Teachers and Learning Support Staff

Guide

<http://smhp.psych.ucla.edu/pdfdocs/rtiguide.pdf>

This guide to Response to Intervention (RTI) is designed to broaden perspectives of response to intervention, provide frameworks for contextualizing the work in classrooms and schoolwide,

and generally enhance practices. It is divided into three units: framing RTI in the classroom, pursuing RTI sequentially and effectively, and RTI as one strategy in a comprehensive system of student and learning supports. Available in pdf (443 KB, 80 pp).

State-By-State Profiles: Education and the Economy: The Economic Benefits of Helping High School Dropouts Earn Both High School Diplomas and College Degrees

Web Page

http://www.all4ed.org/publication_material/EconStatesPostsecondary

Released December 14, 2011, this state-by-state and national data builds upon the Alliance for Excellent Education's previous work estimating the economic benefits if half of the high school dropouts from the Class of 2010 were to have graduated. These new data illustrate the significant economic benefits that the nation and each state could see if 60% of those "new graduates" were to earn a degree beyond high school, meeting the national goal for postsecondary completion.

Straight Talk on Teaching Quality: Six Game-Changing Ideas and What to Do About Them

Guide

<http://annenberginstitute.org/VUE/wp-content/pdf/StraightTalk.pdf>

Brown University's Annenberg Institute for School Reform has published "Straight Talk on Teaching Quality: Six Game-Changing Ideas and What to Do About Them," a guide prepared for the Schott Foundation for Public Education, on six strategies for improving teaching effectiveness. The strategies reflect the experiences of school districts, researchers, parents and community members, and the Institute's survey of the field. The guide supports continuing efforts to strengthen accountability, but finds that replacing current systems with equally ineffective ones that rank teachers based on narrow standardized test scores will not transform teaching and learning. Instead, evaluation systems should identify excellence and help teachers improve their practice by considering multiple measures of effectiveness. Available in pdf (512 KB, 32 pp).

What Works to Prevent or Reduce Internalizing Problems or Socio-Emotional Difficulties in Adolescents

Brief

http://www.childtrends.org/Files/Child_20Trends-2011_12_01_FS_20WWInternalizing.pdf

Child Trends' latest brief, "What Works to Prevent or Reduce Internalizing Problems or Socio-Emotional Difficulties in Adolescents," synthesizes findings from 37 social intervention programs designed to prevent or treat internalizing problems for adolescents. The findings suggest that social interventions to address internalizing problems are most effective when they teach adolescents how to cope with negative thoughts and emotions, solve problems, and interact effectively with others. Therapeutic approaches, such as family therapy, group therapy, individual therapy, and treatment-focused, school-based approaches appear to be effective. Combining psychotherapy with antidepressant medications is more effective than therapy alone. Mixed results were found for programs including activities to increase self-esteem and programs directed at non-clinical populations of youth. Available in pdf (180 KB, 11 pp).

Update from the National Dissemination Center for Children with Disabilities

New! Improving the reading comprehension of students with L.D.

We've summarized the major points of Berkeley, Scruggs, & Mastropieri meta-analysis of research conducted between 1995 and 2006. This meta-analysis synthesizes findings of 40 studies for improving the reading comprehension of students with learning disabilities.

<http://nichcy.org/research/summaries/abstract82>

On our special theme this month, here are three resources you may find useful:

Resources within the medical and healthcare community.

Are you looking for information on a health condition? For a doctor or services? Other "health" connections? Try this resource page.

<http://nichcy.org/families-community/help/healthcare>

Mental health resources.

There are many, many organizations that deal with mental health. This page will help you find the one or ones that offer the type of assistance, intervention, or information you're seeking.

<http://nichcy.org/families-community/help/mentalhealth/>

La Salud.

And for the Spanish-speaking community, a resource page on health in Spanish.

<http://nichcy.org/espanol/temas/salud/>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Create and support meaningful dialogue.

Dialogue is at the heart of community and community building. Interested in having a constructive dialogue with others in your community, agency, school, or region?

The IDEA Partnership recommends: Start by bringing together a diverse group of stakeholders from different facets of your community (agency, school, or region...). Use dialogue to build a better understanding of the issues that each stakeholder group faces and what, collectively, the community faces. With continued dialogue, the conversation evolves from an "I" perspective to a "we" perspective. When that happens, the community moves to problem solving and action.

The Partnership's Dialogue Guides can help. They raise questions that encourage and support community stakeholders in conversations about (pick your topic): autism, assistive technology,

instruction, mental health, RTI, universal design for learning, and more.

Find all the guides beginning at:

http://ideapartnership.org/index.php?option=com_content&view=section&id=13&Itemid=53

Read the Dialogue Guide Facilitator's Handbook, at:

http://ideapartnership.org/media/documents/Dialogue_Guide_Facilitator_Handbook.pdf

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Eating well in early childhood.

Developing good eating habits is important to do in the early years, although introducing new foods to a toddler is not always as easy as it sounds. Helping Preschoolers Develop Healthy Eating Habits offers some great tips and resources on how to get started early with developing good eating habits.

<http://tinyurl.com/7mj2wwg>

Nutrition tips and tools for raising healthy little ones.

Optimal nutrition in early childhood not only supports children's growth and development, it can also establish healthy eating habits that extend into later childhood and beyond.

<http://medical.gerber.com/nutritioneducation/Articles.aspx?articleId=1E341AFF-C8D7-4CBA-83EA-5B027517A690>

Nutrition for children with special health care needs.

This handbook provides practical information regarding common nutrition and feeding problems of infants and young children with special health care needs resulting from a disability or other cause.

<http://www.fldoe.org/ese/pdf/grow5-x.pdf>

Video | Ounce of prevention encourages healthy eating habits.

<http://www.youtube.com/watch?v=6IvNJQpoNeg>

Training activity: Participation-based IFSP outcomes and IEP goals.

This training activity is designed to support participants' understanding of the criteria needed to develop and write high-quality, participation-based IFSP outcomes and IEP goals.

<http://www.nectac.org/pubs/pubs.asp#rating-ifsp-iep-training.pdf>

Play with puzzles and develop a math wiz.

A new study by University of Chicago researchers indicates that puzzle play may help young children to develop better spatial skills.

<http://tinyurl.com/88obltn>

Tips to help your late-talker develop speech and language skills.

<http://tinyurl.com/7cur9ng>

IT ALL STARTS IN FAMILIES AND COMMUNITIES

It's national nutrition month! What does it mean to "eat right?"

March is National Nutrition Month, a nutrition education and information campaign sponsored annually by the Academy of Nutrition and Dietetics. The campaign is focused on the importance of making informed food choices and developing sound eating and physical activity habits.

<http://www.eatright.org/kids/>

Get a plan in place to manage allergies or asthma.

Food allergies and asthma can be challenging to manage, especially when your child is at school. You may find these resources helpful for putting together a plan for managing these conditions both at school and at home.

What is an allergic reaction to food?

<http://www.niaid.nih.gov/topics/foodAllergy/understanding/Pages/allergicRxn.aspx>

American Academy of Allergy, Asthma and Immunology.

Visit here and find a comprehensive guide to conditions and treatments, written and reviewed by the world's leading authorities in allergy, asthma, immune deficiencies, and other immunologic disorders. Info in Spanish, too!

<http://www.aaaai.org/conditions-and-treatments.aspx>

Asthma and Allergy Foundation of America.

AAFA has a national network of 9 regional chapters that provide a variety of services, educational programs, and support. It also has an information-rich website that includes info in Spanish.

<http://www.aafa.org/>

Life-threatening food allergies in schools and child care settings.

Here's a practical guide to help parents work with care providers, staff, and children regarding life-threatening food allergies. Includes sample letters to school officials and safe lunch ideas. http://www.health.gov.bc.ca/cpa/publications/food_allergies.pdf

Just for kids.

Find games, puzzles, videos, and more to help you learn about managing your allergies and asthma.

<http://www.aaaai.org/conditions-and-treatments/just-for-kids.aspx>

Pica. What you need to know.

Pica is the urge to eat non-foods such as sand, clay, ice, or chalk. The Friendship Circle Blog summarizes key information on pica and how it may affect you and your child.

<http://blog.friendshipcircle.org/2012/02/14/what-you-need-to-know-about-pica/>

Eating disorders.

Of the almost 24 million Americans who suffer from an eating disorder, 95% are between 12 and 25 years old. Shocking, isn't it? Adults can play key roles in addressing eating issues and disorders among children, primarily adolescence. The Rise of Eating Issues and Disorders offers tips on how to prevent the development of these problems.

http://kidshealth.org/parent/positive/ issues2012/2012_eatingdisorders.html

Where to turn for help with eating disorders?

Here are some resources that families may find helpful.

National Eating Disorders Association

Lots of info here! Videos, too, Spanish resources, and a Parent Toolkit.

<http://www.nationaleatingdisorders.org/index.php>

Something Fishy: Website on eating disorders.

Learn more about anorexia, bulimia, and compulsive overeating. Info in English and in Spanish.

<http://www.something-fishy.org/>

And while we're talking about diabetes...

Approximately 215,000 children under the age of 20 have diabetes. The disorder falls under the IDEA category of "other health impairment" (OHI). Find out more with NICHCY's fact sheets on OHI and on diabetes, which will connect you with the movers and shakers out there and tons of on-target information.

About other health impairment.

<http://nichcy.org/disability/specific/ohi/>

About diabetes.

<http://nichcy.org/disability/specific/ohi-diabetes/>

SCHOOLS, K-12

Start your day right during national breakfast week.

March 5-9 is National Breakfast Week, the culmination of "School Breakfast - Go for the Gold" campaign running from January to March 2012. The campaign highlights how eating a healthy balanced breakfast at school helps students shine. And it teaches students the importance of eating healthy and being active.

http://www.schoolnutrition.org/Level2_NSBW2012.aspx?id=15458

What's on your plate? You get to choose!

If you're looking for a treasure trove of resources on food, sample menus and recipes, online tools that children (and adults) can use to create and track a personalized eating and exercising plan, and much more... this site is definitely a great place to come.

<http://www.choosemyplate.gov/index.html>

What responsibilities does the school have when children have special dietary needs?

Here are three resources that will tell you:

Accommodating children with special dietary needs in the school nutrition programs.

For school food service managers and parent(s), this guidance describes some of the factors that must be considered in the early phases of planning when a child with special dietary needs comes to school. Information is also presented on how to handle situations that may arise and offers advice about such issues as funding and liability.

http://www.fns.usda.gov/cnd/guidance/special_dietary_needs.pdf

Meeting children's special food and nutrition needs in child nutrition programs.

This online training module is designed to help school nutrition staff understand and apply the laws and regulations that require accommodations for children with special food and nutrition needs; and to familiarize staff with special needs frequently seen in schools.

<http://www.nfsmi.org/ResourceOverview.aspx?ID=89>

Meal substitutions for medical or dietary reasons.

<http://tinyurl.com/82f3j7c>

Children being punished for being sick? That does not sound right.

Laws that require children to attend school for a certain number of days per year are designed to deter truancy. But, as *When Schools Punish Sick Children Who Miss School: A Game Plan* points out, children with chronic illness or injury are not truant!

<http://www.wrightslaw.com/blog/?p=57>

Teachers! Use your lessons to develop healthy students.

Kids Health in the Classroom provides free health-related lesson plans and resources for all grade levels.

<http://classroom.kidshealth.org/>

When a student has an eating disorder.

Learn the signs, find do's and don'ts, connect with educator guidelines, incorporate diversity in your prevention efforts, and download the Educator Toolkit. All from the National Eating Disorders Association.

<http://www.nationaleatingdisorders.org/information-resources/educators-and-coaches.php>

Helping the student with diabetes succeed: A guide for school personnel.

This comprehensive resource guide helps students with diabetes, their health care team, school staff, and parents work together to provide optimal diabetes management in the school setting.

http://ndep.nih.gov/media/youth_schoolguide.pdf

How about a visit to the National Center on Physical Activity and Disability?

Here's the place to come to find a wide range of physical activities and adaptations for people with disabilities. As NCPAD says, "Being physically active is good for every body."

<http://www.ncpad.org/>

STATE & SYSTEM TOOLS

Visit the Food and Nutrition Service.

FNS administers the nutrition assistance programs of the U.S. Department of Agriculture. Its mission is to provide children and needy families better access to food and a more healthful diet through its food assistance programs and comprehensive nutrition education efforts. Find the latest rule on nutrition standards in school meals, access the Healthy Access Locator, apply for grants, and connect with the latest data and statistics.

<http://www.fns.usda.gov/fns/default.htm>

National portrait of children with special health care needs.

Recent data show that 14-19% of children in the United States have a special health care need, representing over 1 in 5 households with children. The chartbook Children with Special Health Care Needs in Context: A Portrait of States and the Nation 2007 provides a unique view of CSHCN in the context of where they live, play, and go to school. It also allows comparisons to children without special health care needs.

<http://mchb.hrsa.gov/nsch/07cshcn/>

Homeless and hungry children in America.

This report documents the numbers of homeless children in every state, their well-being, the risk for child homelessness, and state-level planning and policy activities.

http://www.homelesschildrenamerica.org/media/NCFH_AmericaOutcast2010_web.pdf

Need to improve graduation rates? Georgia figured out how.

Georgia increased its graduation rate by 37% with GraduateFIRST, a statewide initiative that uses a data-driven intervention framework developed by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD).

http://www.ndpc-sd.org/documents/12.Spotlight_GraduateFirst.pdf

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Latest Employment Opportunities Posted on NASET

Special Education Teachers / Coordinators

NEW YORK, NY

Job Category: Teaching, Coordinators

What makes Harlem Village Academies different?

At Harlem Village Academies, we emphatically believe that excellent teachers are the most important element of excellent schools. Therefore, we have thoughtfully designed every aspect of our schools to support, develop, respect, and empower our teachers. We are people-driven, not program-driven — and the difference is profound. We're not replicating a particular program; we are deliberately and carefully setting out to create an ideal environment and rich intellectual life for teachers. By building a system of schools designed for teachers, we ensure an excellent education for all children.

RESPONSIBILITIES

- Communicate regularly with the Center for Special Education regarding special education students' needs
- Write and update Individualized Education Plans (IEPs)
- Refer students for initial and repeat evaluations
- Ensure compliance with all pertinent special education laws and policies
- Establish classroom routines and follow through consistently
- Develop and teach rigorous, engaging lessons
- Develop effective assessments, lesson plans, materials
- Analyze assessment data and use data to inform instruction and develop tutoring plans
- Collaborate with colleagues to share best practices and ensure student mastery of standards
- Maintain close relationships with students' families

Qualifications

- Minimum two years full-time elementary classroom experience as a special education teacher, preferably in an urban setting
- New York State certification strongly preferred
- Outstanding instructional skills, including the ability to motivate and challenge students
- Strong background in elementary literacy
- Demonstrated ability to create and maintain a warm, strict, orderly classroom environment
- Personal accountability for student achievement

- A belief that all students can learn at a high level and should be held to high academic standards
- The ability to communicate effectively with parents
- The ability to work effectively with colleagues as a positive, professional member of a team

Competitive salary and benefits

Contact

Interested candidates should apply through our website.

(<http://www.harlemvillageacademies.org/pages/careers>)

If you are unable to apply through our website, you may email your resume and cover letter, including how you heard about the position, to teach@harlemvillage.org with "Special Education" in the subject line. Applications will be reviewed as received, though due to the high volume of applications we receive, we are only able to notify those candidates who meet our selection criteria. If you have questions about your application, you may contact us at teach@harlemvillage.org or 646-812-9300 ext. 1382.

Teacher – District of Columbia Public Schools SY 2012-2013

WASHINGTON, DC

Opening Date: February 1, 2012

Closing Date: Open Until Filled

Salary: Earn up to \$83,199 your 1st year with DCPS <http://bit.ly/DCPSTeachers>

Location: Washington, D.C.

How to Apply: www.dcps.dc.gov/careers

Our public school students need your expertise, passion, and leadership.

We are looking for highly motivated and skilled educators to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, educators, and central office employees. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

Situated at the center of national government, DCPS aims to provide students with a quality education that prepares them to become future leaders, productive citizens, and individuals engaged in their communities. This position reports directly to the principal of the school. The incumbent is responsible for instruction as a lead teacher in DCPS.

Responsibilities

Under the direction of the school principal, the teacher plans and provides appropriate learning experiences for students. The teacher is responsible for providing an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of every student. The incumbent is expected to review and select text and supplemental materials appropriate to the grade level and specific subject matter. The incumbent will design or modify teacher guides and activity materials and encourage the integration of various components, in an effort to challenge students and provide appropriate learning experiences for the specific subject.

Teachers will:

- Prepare lesson plans with short and long-range curriculum goals and objectives in compliance with all standards
- Establish clear objectives for all lessons, units, projects, etc. and communicate objectives to students
- Plan a program of study that meets the needs, interests, and abilities for all students, including students with disabilities
- Monitor student progress toward mastery of standards through frequent formal and informal assessments
- Use a variety of instructional materials, resources, and experiences to enrich student learning
- Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking of students
- Create a learning environment that reflects subject matter being taught through displays of student work and teacher created materials
- Develop leadership and special talents among students by sponsoring out-of-class activities such as student government, dramatics, participation in science fairs and contests. etc
- Confer with parents regarding progress of individual students
- Monitor and evaluate student testing environments and outcomes
- Use effective positive interpersonal communication skills
- Perform other duties as assigned.

Desired Qualities

- Commitment to improving the academic achievement of all students
- Commitment to professional growth and eagerness to learn
- Ability to provide instruction that reflects multiple perspectives and multicultural education
- Experience working with linguistically and ethnically diverse student populations
- Commitment to assist the administration in implementing all policies and rules governing student life and conduct
- Knowledge of current behavioral management techniques, educational trends, methods, research and technology, and subject area knowledge

- Ability to develop reasonable rules for classroom behaviors and procedures and maintain order in the classroom in a fair and just manner
- Ability to establish relationships with colleagues, students, parents, and community which reflect recognition of and respect for every individual
- Experience incorporating technology into curriculum
- Excellent oral and written communication skills

Qualifications

- Bachelor's degree
- Completion of a state approved teacher preparation program (i.e. Bachelor's or Master's degree in education, or another state approved teacher certification program)
- Eligibility toward a valid District of Columbia Teaching Certificate or License (Standard or Provisional)
- Successful completion of Praxis I* and II exams, unless you hold your state's highest teaching license and have taught for at least 3 years outside of the District of Columbia

*Visit www.osse.dc.gov to review equivalent exams for Praxis I exams and other licensure requirements.

Apply Now!

www.dcps.dc.gov/careers

Be a part of public education's greatest turnaround story. [APPLY NOW](#)

Regular Education Teacher K-9

NOKOMIS, ILLINOIS

Job Category: Regular Education Teacher K-9

Description

Special Education Services (SES), an affiliate of The Menta Group, is a non-profit agency serving K-12 high-risk children in Illinois and Arizona. With its no refusal, no suspension, no expulsion policy, SES students attend school daily regardless of their behavior. A continuum of services is offered to meet the educational needs of special needs, at-risk and high-risk public school students. Small class size, intensive clinical services, and a competently trained staff of educators combine to make this a positive and dynamic place to learn. All children have a right to quality education services.

We are currently seeking qualified applicants for the position of Elementary & Secondary Education Teachers for the Cornerstone Academy located in Nokomis, Illinois. The curriculum is taught with an engaged learning methodology that nurtures academic, behavioral, and social-emotional growth. Our educational model encourages the development of academic and social-emotional skills in a positive and well-structured learning environment, with a focus on preparation for post-secondary education, employment, and citizenship.

Programming is designed for students with significant cognitive, behavior, and learning difficulties... The curriculum is individualized to meet each student's special needs with an emphasis on four major community living domains: self-management/home living, vocational, recreation/leisure, and general community functioning. The curriculum is taught both in school and out in the community. It includes functional academics and embedded training in social-emotional skills, communication, and motor skills.

Requirements

- State Teaching Certification in Specialty/Content Area
- Ability to teach in a self-contained classroom for a full teaching day with youth having behavioral, emotional, and high risk behaviors is important
- You must be 23 years of age with a valid driver license
- Employment is contingent upon a background check, approved driving record, employment physical and drug screen
- Must have a valid driver's license
- Excellent oral and written communication skills
- Emphasis on work skills as a basis for a career path curriculum
- Flexible in which subject areas that they can work
- Student focused approach while presenting general areas of required subject material
- Willingness to be trained in working with Behavioral/Emotional Disordered students
- Demonstrated ability to work well in a fast paced environment
- Bi-lingual applicants are encouraged to apply

Benefits

This position offers an access to medical, dental, vision plans, 403(b), sick pay, holiday pay, and personal/vacation days. The salary range is comparable for the position and area, depending upon certification and qualifications.

Apply online at:

www.thementagroup.org/careers/apply

Nokomis, IL

email: barb.daugherty@menta.com

Fax: (217) 563-7606

coe

Special Education Instructor

SPRINGFIELD, MA

Job Category: Special Education Instructor, College Professor

Description

Founded in 1885, Springfield College is internationally renowned in the allied health sciences, human and social services, sports and movement studies, and the arts and sciences. Campus life is guided by the distinctive Humanics philosophy: education of the whole person – spirit, mind and body – for leadership in service to others. More than 5,000 traditional, nontraditional and international students study at its main campus and satellite campuses of its School of Human Services in eight cities.

Springfield College is currently accepting applications for a one-year appointment in the Education Department with a start date of August 2012.

Teaching responsibilities will include courses at both the undergraduate and graduate levels, covering topics such as behavior management, educational assessment and the IEP process, curricular accommodations and modifications, legal and ethical issues in special education and RTI. In addition, the successful candidate will supervise student teachers in local school settings

Requirements

Preference will be given to candidates with the doctoral degree, while a Master's degree in Special Education or a related field will meet the minimum degree requirement. Also required: **a minimum of two years of PreK-12 school teaching experience in Special Education and current licensure/certification in Special Education.**

Contact

Please send letter of application, current resume or curriculum vitae, all educational transcripts, evidence of teaching certification/special education licensure, and the names and contact information for 3-5 professional references to: **Dr. Anne Herzog, Dean of Arts, Sciences, and Professional Studies, Springfield College, 263 Alden St., Springfield, MA 01109.** Initial review of applications will begin on March 30, 2012.

Springfield College is an equal opportunity employer committed to enhancing diversity and equality in education and employment.

Master Middle School Teacher

New York, New York

Job Category: Teacher

Description

\$125,000 Salary for Master Middle School Teachers!

Earn a \$125,000 salary and join a team of master teachers at ***The Equity Project (TEP) Charter School***, recently featured on the front page of the New York Times: <http://www.tepcharter.org/nytimes.php>

TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City.

Learn more and apply today at <http://www.tepcharter.org/apply.php>

About ***TEP Charter School***

TEP aims to put into practice the central conclusion of a large body of research related to student achievement: teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families. In singling out teacher quality as the essential lever in educational reform, TEP is uniquely focused on attracting and retaining master teachers. To do so, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation. For more information, visit us online at: <http://www.tepcharter.org>

Application Requirements

<http://www.tepcharter.org/apply.php>

Private Teacher

BRADENTON, FL

Job Category: Private Teacher

Description

My son has several diagnoses... SPD, ASD and Aspergers. Who knows which is most accurate. Not sure it matters. I need someone that understands he is moving so he can pay attention not because he is being disobedient. He also makes vocal sounds on a regular basis. You will have to be tolerant. His need for moving is like the need for oxygen. We have a playground and trampoline, plenty of area to run and climb or swim. It doesn't matter in which fashion he learns (while swimming, running, etc) as long as he is having fun.

As you can imagine he has had difficulty in typical private schools, so that is why we have chosen to home school. Learning can be fun... hands-on... I just need to find that person capable of doing that.

He is an 8 year old boy that is ALL boy. He is our angel.. and we love him beyond belief. I would like someone to push him beyond grade level in Math. That's the good thing about homeschool, you can be on different grade levels in different subjects.

He is in several therapies which could take place after school, or before.

I am thinking that perhaps 4 hours may be all that is needed to teach curriculum. He has advanced remarkably in FastForward. I have tons of equipment and supplies for the new teacher.

Times are flexible but I do prefer early mornings to early afternoons. (perhaps 8-11 or 12) Please email questions and salary requirement.

Requirements

The person we seek will be a Christian, have a huge amount of patience, and someone that will make learning a fun adventure.

Benefits

Flexible hours. Nice home to work in.

Contact

Email is best:

Lee@Santilli.us

Special Education Teacher

BROOKLYN, NY

Job Category: Special Education teacher for pre-school 2.6-5 yrs

Description

A not-for-profit preschool for special needs children ages 2.6-5 looking for a special needs classroom teacher.

Requirements

NY State Certificate

Benefits

Medical, Dental, Long Term Care, Vacation, Paid Sick Leave.

Contact

Janet Williams - Director

Phone: 718-854-3710

Fax: 718-854-3740

Email: jwilliams@childstudycenterofnewyork.org

Website: www.childstudycenterofnewyork.org

NASET Sponsor - Penn State Online



Upcoming Conferences, Workshops and Events

2012

April

Our World Our Future

Conference

Date: April 11, 2012 - April 14, 2012

Location: Minneapolis, MN

Website: <http://nslc.nylc.org/>

Abstract: Registration is open for “Our World, Our Future,” the 23rd Annual National Service-Learning Conference and Youthrive PeaceJam Leadership Conference. The conference will examine how youth passion, creativity and innovation can address world issues, a vision of a future where all young people – both with and without disabilities – can become effective and visible leaders in their schools, communities and the world. Application deadlines for participants: for Service-Learning Showcases, November 14, 2011; for Youth Emcees, November 18, 2011; for Exhibitors, December 15, 2011.

ILLOWA AHEAD Regional Conference

Conference

Date: April 12, 2012 - April 13, 2012

Location: Champaign, IL

Abstract: The ILLOWA Association on Higher Education and disability (AHEAD) Regional Conference will be held April 12-13, 2012, in Champaign, IL. For more information contact saddlerryanc@sau.edu

Disability Policy Seminar

Conference

Date: April 23, 2012 - April 25, 2012

Location: Washington, DC

Website: <http://www.thearc.org/Page.aspx?pid=2173>

Abstract: Hosted by the Arc of the United States and held in Washington, DC, this annual conference agenda

of those in the movement for people with intellectual and developmental disabilities. It is a forum for the exchange of information about issues and preparing for face-to-face meetings with elected officials on Capitol Hill. From self-advocates to family members, caregivers, and organizations serving individuals with I/DD, this is a large bloc of advocates who have the potential to change how the government views and interacts with people with disabilities.

Multiple Perspectives on Access, Inclusion, & Disability: Experience Understood in Image, Poetry, Narrative, and Research

Conference

Date: April 24, 2012 - April 25, 2012

Location: Columbus, OH

Website: <http://ada.osu.edu/conferences.htm>

Abstract: The 12th Annual Multiple Perspectives on Access, Inclusion, & Disability: Experience Understood in Image, Poetry, Narrative, and Research, sponsored by ADA OSU, is a catalyst for positive change and for collaborations with partners in education, business, public and social service. The workshops bring a diverse audience together to discuss the full spectrum of disability issues and experiences. To ensure broad participation from the university community, business, state and local government, educators, advocacy organizations, social service agencies, and individuals with disabilities sponsors are sought each year to subsidize conference participants.

MAY

Breakthrough Strategies to Teach and Counsel Troubled Youth

Workshop

Date: May 3, 2012 - May 4, 2012

Location: Seattle, WA

Website: <http://www.youthchg.com/live.html>

Abstract: The "Breakthrough Strategies to Teach and Counsel Troubled Youth" workshop will look at 200 answers to turnaround problems like delinquency, violence, apathy, truancy, defiance, ADD, school failure, bad attitudes, and poor motivation, with a special focus on children with challenges and disabilities. The workshop is sponsored by Youth Change Workshops and is intended for teachers, youth workers, counselors, psychologists, court workers, social workers, justice workers, foster parents, and school administrators. (The workshop will also be presented October 11-12, 2012, in Portland, OR.)

2012 National Transition Conference: College and Careers for Youth with Disabilities

Conference

Date: May 30, 2012 - June 1, 2012

Location: Washington, DC

Website: <http://www.transition2012.org/>

Abstract: The National Transition Conference: College and Careers for Youth with Disabilities will provide a forum for developing an action agenda, bring together partners in the transition community to exchange ideas

and approaches, share knowledge gained from policy implementation, discuss transition practices and research findings, and promote the development of networks and relationships. It will bring together youth and young adults, family members/advocates/caregivers, educators, vocational rehabilitation professionals, employment and training professionals, researchers, state and federal officials, leaders in the transition community, disability service staff, student development personnel, and behavioral health professionals.

JULY

PEPNet 2.0 Training Institute

Training Institute

Date: July 9, 2012 - July 14, 2012

Location: New Orleans, LA

Website: <http://www.pepnet.org/pti/>

Abstract: The PEPNet 2.0 Training Institute (PTI) will be held in conjunction with the Association of Higher Education and Disabilities (AHEAD) 2012 Conference in New Orleans, LA, July 9-14, 2012 and focus on issues related to enrolling, retaining, and instructing students who are deaf or hard of hearing and their varying communication needs and methods used, such as oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription.

Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference

Conference

July 22, 2012 - July 25, 2012

Cincinnati, OH

<http://www.childrensdefense.org/national-conference/index.html>

On July 22-25, 2012, the Children's Defense Fund will sponsor, "Pursuing Justice for Children and the Poor with Urgency and Persistence: A Community and Youth Empowerment Conference," in Cincinnati, OH. The conference will present the information on research findings, best practices, community-building models, and empowerment strategies to meet the needs of children and the poor, including a focus on diminishing child and youth involvement in the juvenile justice system.

Improving Children's Mental Health Care in an Era of Change, Challenge, and Innovation

Training Institute

Date: July 25, 2012 - July 29, 2012

Location: Orlando, FL

Website: <http://gucchd.georgetown.edu/training/88504.html>

Abstract: The National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development is offering Training Institutes on improving mental health services for children and adolescents with or at risk for mental health challenges and their families. The biennial Training Institutes are organized in partnership with the Child, Adolescent and Family Branch of the

federal Center for Mental Health Services, Substance Abuse and Mental Health Services Administration and The Annie E. Casey Foundation. The 2012 Training Institutes will focus on innovative approaches, and how lessons learned from systems of care can guide efforts to improve children's mental health service delivery.

August

2012 Reinventing Quality Conference

Conference

Date: August 5, 2012 - August 7, 2012

Location: Baltimore, MD

Website: <http://www.reinventingquality.org/upcoming/>

Abstract: The Reinventing Quality Conference is for people with intellectual/developmental disabilities, family members, direct support professionals, administrators of community support agencies, advocates, managers, and government leaders, all committed to a vision of a better future for people with intellectual/developmental disabilities. This year's conference focuses on realizing a vision of a better future for people with intellectual/developmental disabilities.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2012

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2012 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2012

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FY 2011-2012 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

FY 2012 Discretionary Grant Application Packages

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George Washington University's Youth Transition, Career, and Vocational Services: A Distance Education Master of Arts Program Financial Aid

http://gwired.gwu.edu/finaid-g/index.gw/Site_ID/44/Page_ID/30453/

George Washington University seeks applicants for the summer semester of its on-line Youth Transition, Career, and Vocational Services Master's degree program. The first course in the program's sequence, SPED 236: Introduction to Vocational, Career, and Transition Services, will be offered summer 2011, along with SPED 235: Employment Models for Individuals with Disabilities. Students are expected to register for at least 2 courses (6 credits) per semester. This will enable them to be eligible for a range of financial aid programs. For more information about the degree program, email Bridget Green at greenb@gwu.edu or Dr. Michael Ward at mjward@gwu.edu. Application deadline: April 15, 2012.

McCarthy Dressman Education Foundation Announces 2012-13 Academic Year Grants and Scholarships

<http://www.mccartheydressman.org/>

The McCarthy Dressman Education Foundation, to cultivate the skills and creativity of K-12 educators and pioneering approaches to teaching, has announced a call for applications for its 2012-13 Academic Enrichment grants, Teacher Development grants, and Student Teaching scholarships. Deadline: April 15, 2012

Next Generation Learning Challenges Announces Wave III Funding Opportunities to Improve College Readiness and Completion

<http://nextgenlearning.org/the-grants>

Next Generation Learning Challenges is a collaborative, multi-year grant program aimed at increasing college readiness and completion through applied technology, particularly for low-income young adults. Wave III of NGLC funding was launched in October 2011, and focuses on the development of new blended learning models. The selection process involves two steps: An initial application and a longer, more detailed, full proposal from selected applicants. Initial applications will be accepted on a rolling basis until June 8, 2012.

What can YOU do?” Campaign for Disability Employment Announces Nationwide Video Contest

<http://www.whatcanyoudocampaign.org/>

The Campaign for Disability Employment (CDE) is launching a “What can YOU do?” Video Contest to promote the talent and skills that people with disabilities bring to America’s workforce and economy. CDE is looking for creative, fun, compelling videos of all genres that reflect the diversity of skills that people with disabilities offer, challenge misconceptions about disability and employment, and/or highlight employers’ inclusive employment programs and practices. CDE will recognize winners in up to three categories (General Public, Youth and employer), and the public will be encouraged to select a People’s Choice winner. CDE is funded by the U.S. Department of Labor’s Office of Disability Employment Policy and managed in collaboration with seven leading disability and business organization. Deadline for entry: March 30, 2012.

Youth Service America Invites Young Change-Makers to Apply for Disney Friends for change Grants

<http://www.ysa.org/grants/disney-friends-change-grants>

A program of Youth Service America and Disney, the Disney Friends for Change Grants program offers young change-makers in the United States funding to help make a lasting, positive change in their communities and the world. The program seeks to support volunteer projects serving a wide range of needs that highlight the creativity and commitment of young people working to meet the needs of others and that demonstrate how “even small actions can add up to big changes.” Youth between the ages of 5-18 in all fifty states and the District of Columbia are eligible to lead a project and apply for a \$1,000 grant to fund it. (Applicants younger than 13 years of age must have an older person submit the application on their behalf.) Deadline: April 29, 2012

Target Launches \$5 Million Giving Competition with “Ellen DeGeneres Show”

<http://ellen.warnerbros.com/schoolgiving/>

Target will distribute \$5 million in grants of \$100,000 each to elementary and secondary schools recommended by viewers of the “Ellen DeGeneres Show,” as part of its pledge to distribute \$1 billion in support of education by the end of 2015. To participate, viewers must submit through the show’s Web site the name of a school that

needs help and a compelling story that explains why the school should receive a grant. From those submissions, Target will select fifty schools to receive a grant, which can be used for new books, upgraded technology, and other efforts designed to improve the school's learning environment. In addition, two schools will be featured on the "Ellen DeGeneres Show." No deadline for application listed.

Fund for Teachers: Grants

<http://www.fundforteachers.org/about-us.php>

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50 percent of the time in the classroom at the time grants are approved and made. Deadline: varies by state.

Open Society Foundations' Youth Initiative Seeks Proposals to Curate Web Pages at Youthpolicy.org

<http://www.youthpolicy.org/blog/2011/09/call-for-curation-proposals/>

The Open Society Foundations' Youth Initiative seeks proposals from NGOs for up to \$10,000 to develop and curate thematic pages on Youthpolicy.org, an online youth portal and community. The Web site aims to consolidate knowledge and information on youth policies across the world. Potential themes for Web site pages: Participation and Citizenship, Activism and Volunteering, Children and Youth Rights, Global Drug Policy, Community Work, Research and Knowledge, Informal Learning, Environment and Sustainability, Multiculturalism and Minorities, Justice, etc. Proposals must outline how the theme will be addressed, how content will be produced on a regular basis, how and how many contributing authors and bloggers will be involved, and how users interested in the theme will be driven to and engaged at the site. Organizations seeking funding must be registered NGOs. Grants will not be made to individuals or for-profit entities. Proposals must be submitted in English and will be reviewed on a rolling basis.

Best Buy: Teach @15 Award

http://www.bestbuy-communityrelations.com/teach_awards.htm

The Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet their technology needs. A teen member (age 13-18) who is a registered member on www.at15.com can nominate his/her school to win a Teach@15 Award. Maximum award: \$1,500 in the form of Best Buy Gift Cards. Eligibility: accredited, nonprofit junior or senior public, private, parochial, magnet, and charter high schools in the U.S. serving any grades 7-12. Deadline: ongoing.

NEA Foundation and Consortium for School Networking Invite Ideas for Mobile Phone Education Innovations

<http://tinyurl.com/28vmvu5>

The NEA Foundation's newest C2i challenge, conducted in partnership with the Consortium for School Networking, is inviting ideas for mobile phone technology that can transform teaching and learning. The foundation will award grants of \$1,000 to as many as five individuals who post the best ideas on the C2i page at the U.S. Department of Education's Open Innovation Portal. The solutions selected will be shared by the NEA Foundation and CoSN via multiple outlets. The C2i challenge is open to public school educators, students, and

others with an interest in improving public education. Proposed solutions must effectively incorporate smart phones or cell phones. Portal registrants can also review, comment, and vote on the posted solutions.

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

<http://www.aiaa.org/content.cfm?pageid=244>

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

USGA/Alliance: Grants for the Good of the Game

http://www.accessgolf.org/grants/alliance_grants.cfm

The National Alliance for Accessible Golf (Alliance) and the United States Golf Association (USGA), believing golf should be open to everyone, support a wide variety of programs that create opportunities for individuals with disabilities to participate in the sport. They especially encourage inclusive programming – opportunities that allow participants with disabilities and participants without disabilities to learn and play the game side by side. Maximum award: \$20,000. Eligibility: tax-exempt, nonprofit organizations as defined under Section 501(c)3 of the U.S. Internal Revenue Code or government entities such as public schools or municipalities. Deadline: rolling.

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