

NASET Special Educator e-Journal



JUNE 2012

Table of Contents

- [Update from the U.S. Department of Education](#)
- [Calls to Participate](#)
- [Special Education Resources](#)
- [Update From The National Dissemination Center for Children with Disabilities](#)
- [Latest Employment Opportunities Posted on NASET](#)
- [Upcoming Conferences and Events](#)
- [Funding Forecast and Award Opportunities](#)
- [Acknowledgements](#)

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Update from the U.S. Department of Education

U.S. Department of Education Issues Resource Document that Discourages Restraint and Seclusion

In May, the U.S. Department of Education issued a publication that outlines principles for educators, parents and other stakeholders to consider when developing or refining policies and procedures to support positive behavioral interventions and avoid the use of restraint and seclusion.

The goal of this resource document is to help ensure that schools are safe and healthy environments where all students can learn, develop and participate in instructional programs that promote high levels of academic achievement.

“As education leaders, our first responsibility must be to make sure that schools foster learning in a safe environment for all of our children and teachers,” U.S. Secretary of Education Arne Duncan said. “I believe this document is an important step toward this goal. I also want to salute leaders in Congress for their vigilance on this issue.”

The 15 principles that frame the document ultimately highlight how schoolwide behavioral interventions can significantly reduce or eliminate the use of restraint or seclusion. These guiding principles offer states, districts and other education leaders a framework for developing appropriate policies related to restraint and seclusion to ensure the safety of adults and children.

“Ultimately, the standard for educators should be the same standard that parents use for their own children,” Duncan added. “There is a difference between a brief time out in the corner of a classroom to help a child calm down and locking a child in an isolated room for hours. This really comes down to common sense.”

The document also provides a synopsis of ongoing efforts by federal agencies to address national concerns about using restraint and seclusion in schools, and includes links to state restraint and seclusion policies and procedures.

To read more, go to: <http://www2.ed.gov/policy/seclusion/index.html>

Education Department Awards \$24.4 Million for 73 Grants to Promising Teacher Training Programs to Improve Classroom Instruction for English Learners

The U.S. Department of Education today announced the award of nearly \$24.4 million for 73 grants to improve instruction for English learners. Located in 28 states and the District of Columbia, the grants support a variety of professional development activities for teachers and other educational personnel who work in elementary and secondary school classrooms with English learners.

Grants are awarded to institutions of higher education that partner with one or more local school districts or state education agencies. All grants are for five years in duration with the exception of the grant to Columbia University's Teachers' College, which is a three-year grant. The majority of these grants include professional development for science and math teachers of English learners.

"These funds will help upgrade the content and instructional skills of new and veteran teachers working with English learners, as well provide career ladder programs for paraprofessionals," said Rosalinda B. Barrera, assistant deputy secretary and Director of the Office of English Language Acquisition. "It's critical for our English learners to have access to high-quality instruction in all subjects that will prepare them for success in college, the workplace and our global economy."

Following is a list of the 2012 National Professional Development grantees, by state, with contact names and addresses for more information about individual projects.

AK-Anchorage—University of Alaska Anchorage, Jim Powell, afjhp2@uaa.alaska.edu, \$236,617.

AL-Birmingham—University of Alabama at Birmingham, Dr. Julia Austin, jaustin@uab.edu, \$244,304.

AL-Birmingham—University of Alabama at Birmingham, Dr. Susan Spezzini, spezzini@uab.edu, \$250,581.

AL-Birmingham—University of Alabama at Birmingham, Dr. Susan Spezzini, spezzini@uab.edu, \$262,011.

AL-Huntsville—University of Alabama in Huntsville, Dr. Jason O'Brien, jason.obrien@uah.edu; jlo0005@uah.edu, \$344,513.

AR-Fayetteville—University of Arkansas, Janet Penner-Williams, jpenner@uark.edu, \$374,510.

AR-Siloam Springs—John Brown University, Grace Davis, gdavis@jbu.edu, \$155,948.

AZ-Flagstaff—Northern Arizona University, Dr. Russell Prust, Russell.Prust@NAU.edu, \$399,998.

AZ-Mesa—Mesa Community College, Dr. Nora Reyes, nreyes@mesacc.edu, \$399,403.

AZ-Tempe—Arizona State University, Anthony J. Trifiro, ajtrifir@mainex1.asu.edu, \$337,665.

CA-Chico—California State University, Chico, Esther Larocco, elarocco@csuchico.edu, \$384,401.

CA-Hayward—California State University, East Bay, Dr. Lettie Ramirez, lettie.ramirez@csueastbay.edu, \$375,208.

CA-Irvine—University of California, Dr. Carol Booth Olson, cbolson@uci.edu, \$400,000.

CA-La Jolla—National University, Dr. Linda Ventriglia-Navarrette, lventrig@nu.edu, \$382,041.

CA-Los Angeles—Loyola Marymount University, Dr. Magaly Lavadenz, mlavaden@lmu.edu, \$365,296.

CA-Rohnert Park—Sonoma State University, Dr. Kelly M. Estrada, kelly.estrada@sonoma.edu, \$194,250.

CA-San Diego—San Diego State University, Anne Graves, graves2@mail.sdsu.edu, \$190,432.

CA-San Diego—San Diego State University, Dr. Valerie J. Cook-Morales, vcmorale@mail.sdsu.edu, \$400,000.

CA-San Jose—San Jose State University, Mark Felton; Katya Karathanos, mark.felton@sjsu.edu; kkaratha@email.sjsu.edu, \$400,000.

CA-San Marcos—California State University, Dr. Annette M. Daoud, adaoud@csusm.edu, \$337,652.

CA-Stanford—Leland Stanford Junior University, Dr. Susan O'Hara, sohara@stanford.edu, \$374,338.

CO-Alamosa—Adams State College, Dr. Joel Judd, bjjudd@adams.edu, \$396,227.

CO-Boulder—University of Colorado, Dr. Kathy Escamilla, Kathy.Escamilla@colorado.edu, \$280,844.

CO-Pueblo—Colorado State University, Victoria E. Marguesen, Victoria.Marquesen@colostate-pueblo.edu, \$384,066.

CT-Fairfield—Fairfield University -, Dr. Anne E. Campbell, acampbell@fairfield.edu, \$189,602.

DC-Washington—George Washington University, Kristina Anstrom, kanstrom@ceee.gwu.edu, \$358,375.

GA-Athens—University of Georgia, Dr. Linda Harklau, lharklau@uga.edu, \$384,821.

IA-Iowa City—University of Iowa, Dr. Leslie Schrier, leslie-schrier@uiowa.edu, \$360,964.

IA-Sioux City—Morningside College, Joan Nielsen, nielsen@morningside.edu, \$330,830.

IL-Chicago—Loyola University Chicago, Dr. Marla Israel, misrael@luc.edu, \$399,960.

IL-Chicago—The University of Illinois, Karen Sakash, ksakash@uic.edu, \$337,038.

IL-Normal—Illinois State University, Dr. Pauline Clardy, pclardy@ilstu.edu, \$305,912.

IL-Normal—Illinois State University, Maria Luisa Zamudio, mmzamud@ilstu.edu, \$257,129.

KY-Georgetown—Georgetown College, Dr. Rebecca Powell, Powell@georgetowncollege.edu, \$347,768.

MA-Boston—University of Massachusetts Boston, Dr. Maria Lombardo, maria.lombardo@umb.edu, \$387,158.

MA-Fitchburg—Fitchburg State University, Dr. Elaine Francis, efrancis@fitchburgstate.edu, \$395,322.

MA-Framingham—Framingham State University, Dr. Marguerite Mahler, mmahler@framingham.edu, \$400,000.

MA-Lowell—University of Massachusetts Lowell, Dr. Michaela Colombo, Michaela_WymanColombo@uml.edu, \$315,970.

MA-Salem—Salem State University, Dr. Julie Whitlow, cwhitlow@salemstate.edu, \$352,754.

MI-Livonia—Madonna University, Dr. Karen Obsniuk, kobsniuk@madonna.edu, \$346,183.

MO-St. Louis—Webster University, Gail Bradshaw (Webster); Alicia Miguel (KCMSD), gaylebradshaw37@webster.edu; amiguel@kcmsd.net, \$399,037.

NH-Durham—University of New Hampshire, Dr. Judy Sharkey, judy.sharkey@unh.edu, \$290,716.

NJ-Wayne—William Paterson University, Dr. Carrie Eunyoung Hong, HongE1@wpunj.edu, \$334,376.

NM-Las Cruces—New Mexico State University, Anita Hernandez, achernan@nmsu.edu, \$352,500.

NM-Las Vegas—New Mexico Highlands University, Dr. Paul Martinez, pmartinez@nmhu.edu, \$304,835.

NM-Portales—Eastern New Mexico University, Dr. Trina Lujan, tlujan@portaleschools.com, \$278,082.

NV-Reno—University of Nevada, Reno, Dr. Rod Case, P.I., rcase@unr.edu, \$384,871.

NY-Albany,—SUNY, Albany, Dr. Carla Meskill, cmeskill@uamail.albany.edu, \$368,266.

NY-Fredonia—SUNY Fredonia, Diane Johnson, dmjohnson2@csuchico.edu, \$399,999.

NY-New York—Teachers College, Columbia University, Dr. Maria Torres-Guzman, MET12@Columbia.edu, \$399,824.

NY-Queens—St. John's University, New York, Dr. John Spiridakis, spiridaj@st.johns.edu, \$353,289.

NY-Queens—St. John's University, New York, John Spiridakis; Rosalba Del Vecchio, spiridaj@stjohns.edu; delveccr@stjohns.edu, \$356,212.

NY-Rochester—University of Rochester, Dr. Mary Jane Curry, mjcurry@warner.rochester.edu, \$393,241.

OH-Akron—University of Akron, Dr. Lynn Atkinson Smolen, lsmolen@uakron.edu, \$399,993.

OH-Westerville—Otterbein University, Susan Constable, sconstable@otterbein.edu, \$373,537.

OR-Forest Grove—Pacific University, Dr. Katherine Kim, kim5764@pacificu.edu, \$157,855.

OR-Portland—Portland State University, Dr. Esperanza De La Vega, delavega@pdx.edu, \$398,390.

PA-California—California University of Pennsylvania, Dr. Kevin A. Koury, koury@calu.edu, \$295,799.

RI-Providence—Brown University, Dr. Maria Pacheco, maria_pacheco@brown.edu, \$285,680.

TN-Chattanooga—University of Tennessee at Chattanooga, Anne Gamble, Anne-Gamble@utc.edu, \$362,545.

TN-Nashville—Vanderbilt University, Dr. Lisa Pray, Lisa.pray@vanderbilt.edu, \$399,988.

TX-Commerce—Texas A&M University, Dr. Chris Green, Chris_Green@tamu-commerce.edu, \$226,286.

TX-Dallas—Southern Methodist University, Dr. Hector H. Rivera, hrivera@smu.edu, \$399,691.

TX-Denton—Texas Woman's University, Dr. Holly Hansen-Thomas, hhansenthomas@twu.edu, \$291,011.

TX-Denton—University of North Texas—Teacher Education and Administ Coll. of Ed., Dr. Rossana Ramirez Boyd, rossana.boyd@unt.edu, \$146,369.

TX-El Paso—University of Texas at El Paso—Teacher Education Col. of Ed., Elena Izquierdo, Ielena@utep.edu, \$374,464.

TX-Houston—University of Houston-Clear Lake, Dr. Cheryl Sawyer, sawyer@uhcl.edu, \$288,470.

TX-Houston—University of Houston-Clear Lake, Dr. Paul Meyers, Meyers@uhcl.edu, \$206,014.

TX-Odessa—University of Texas Permian Basin, Gilbert Sanchez, sanchez_g@utpb.edu, \$389,566.

UT-Provo—Brigham Young University, Dr. Stefinee Pinnergar, stefinee@byu.edu, \$398,745.

WA-Seattle—University of Washington, Dr. Belinda Yun-Ying Louie, blouie@u.washington.edu, \$385,133.

WI-Milwaukee—University of Wisconsin-Milwaukee, Dr. Jennifer Mueller; Dr. Raquel Oxford, jennjm@uwm.edu; roxford@uwm.edu, \$280,540.

WI-Oshkosh—University of Wisconsin-Oshkosh, Dr. Kathryn Henn-Reinke, hennrein@uwosh.edu, \$369,894.

The Race to the Top District Competition: Remarks by Arne Duncan

We all know that the real work of educating children happens in the classroom among teachers and students in partnership with strong principals and involved parents.

When a good teacher has useful information about a child's particular needs—has support from his or her principal—a real partner at home—a quality curriculum aligned with college and career-ready standards—and the tools and the time to do the job—that child is going to learn and achieve.

Too often, however, these supportive conditions have not existed in our schools or communities—and the results are painfully predictable: children fall behind or drop out; achievement gaps widen; teachers get frustrated and leave the field; stakeholders become polarized and divided under pressure to perform.

That is why—for more than three years—we have supported bold reform at the state and local level that reduced barriers to good teaching and helped create the right conditions for learning.

Race to the Top supports states that raise standards, build better data systems, evaluate and support principals and teachers, and dramatically transform their lowest-performing schools. It also supports the development of new and better assessments aligned with high standards. The Early Learning Challenge supports states that strengthen the quality of their early learning programs.

Investing in Innovation, The Teacher Incentive Fund, Promise Neighborhoods, and School Improvement Grants—are bringing needed change and new approaches to schools and communities across America.

Today, we're taking the next step forward. We're announcing a new Race-to the Top competition for school districts that is aimed squarely at the classroom level and the all-important relationship among teachers and students.

With this competition, we are inviting districts to show us how they can personalize and individualize education for a set of students in their schools. We must take classroom learning beyond a one-size-fits-all model and bring it into the 21st century.

Speaking personally and for so many parents, we all want a school that meets the unique needs of our children. All teachers want a way to inspire and challenge those students who are furthest ahead, provide targeted help and assistance to those furthest behind, and engage fully and effectively with the students in the middle.

For a typical classroom teacher with 20 to 30 students, personalized education is a very ambitious goal—but it is possible. In fact, I have seen it in schools all across America—where great teachers are able to divide class time between lectures, small group work and one-on-one support.

For some teachers it involves technology. For others, it's about partnering with parents and folding non-school hours into a particular child's learning strategy. It might also involve teachers in training or other adults in the classroom. It might be all of the above or something altogether different. We are wide open to new strategies and approaches.

There are great teachers, principals, and whole schools all across America who have figured out how to personalize education and we are asking our districts to identify them and amplify their reach and impact.

All told we have nearly \$400 million for this competition—which will fund about 20 grants in the range of \$15 to \$25 million dollars. We will design the competition so that rural areas and districts in states that did not win Race to the Top state-level grants are not at a disadvantage.

But every district in America is eligible to apply—either alone or in a consortium of districts—and we encourage collaboration so schools and districts can learn from each other instead of attempting this in isolation.

While the total amount of money less than previous rounds of Race to the Top funding, the amount of change it can support is infinite because some of the most important work happens in the application process itself.

Districts and schools must rethink teaching and learning. They have to scour their ranks to identify great teachers and define their most flexible and forward-thinking methods of instruction. They have to develop plans to bring personalized learning to every classroom and student over time.

And they have to build a team to execute—superintendents, school boards, principals and teacher and union leaders—as well as community leaders and local elected officials.

Just as with the original Race to the Top competition, we are asking much of the applicants because there is so much at stake. America's economic recovery is stymied by the lack of skilled workers. Today, something like three million American jobs are unfilled. In fact, I talked this morning with a group of small business owners. Their biggest concern is a lack of talent for them to hire. We in education have to take that challenge very, very seriously.

Meanwhile, state and local governments are overwhelmed by social costs directly linked to our shortcomings in the classroom—whether it is prisons, welfare, other social services or simply the lower lifetime earnings of people who lack the education needed to compete in the global economy.

We must educate our way forward to a stronger and brighter future and our very best teachers and school leaders must forge the path. It is our absolute hope and expectation that this competition will help bring that about. Finally, this is a draft, and we welcome your feedback.

U.S. Department of Education Awards More Than \$800,000 to Help Joplin School District Recover from 2011 Deadly Tornado

The U.S. Department of Education's Office of Safe and Healthy Students, formerly the Office of Safe and Drug-Free Schools, has awarded Joplin Schools in Joplin, Missouri, an Extended Services Project School Emergency Response to Violence (SERV) grant totaling \$818,185 to continue assistance for ongoing recovery efforts following a deadly tornado that ripped through the state last year.

Project SERV provides critical support to districts and institutions of higher education that have experienced a significant traumatic event and need resources to respond, recover, and re-establish a safe environment for students. The Office of Safe and Healthy Students has awarded more than \$28 million to 93 grantees, including Joplin Schools, since the grant program began in 2001.

"The citizens of Joplin are doing heroic work to rebuild their schools and their community," said U.S. Education Secretary Arne Duncan. "The Department of Education is honored to provide continued support through Project SERV to help the learning process continue, and offer resources to students and educators who may still be dealing with the trauma of last year's devastating tornado."

The May 22, 2011 tornado caused 161 fatalities and numerous casualties and severe physical damage to Joplin Schools. Three schools—Joplin High School, Irving Elementary and Franklin Technology Center—were completely destroyed, and six other schools were severely damaged. Thousands of residents lost their homes and hundreds of businesses were damaged as well. Today, members of that community continue to experience trauma in the aftermath of the tornado.

To support the transition from short-term to long-term recovery, and to restore the learning environment, Joplin Schools requested and were granted Project SERV Extended Services funding. The award would provide support to personnel who will undertake a comprehensive school-centered, multi-tiered intervention and response initiative. Efforts include training educators and other personnel to provide behavioral interventions that support positive academic and behavioral changes of students.

Modeled after the student-centered multi-tiered intervention program for students, Joplin schools will implement a similar program for staff. Led by a case manager, there will be an intervention and support process for staff that includes facilitating access and referrals to mental health supports, as well as support training in "compassion fatigue." Compassion Fatigue recognizes that educators and staff are personally experiencing trauma and, at the same time, they are expected to continually care for and support the mental and behavioral needs of their students.

[To top](#)

Lehigh University Special Education Law Symposium

June 24-29, 2012

Lehigh University's intensive week-long special education law symposium provides a practical analysis of legislation, regulations, and case law relating to the education of students with disabilities. The symposium provides a thorough analysis of the leading issues under the IDEA and Section 504. Special features include: parallel tracks for basic and advanced practitioners, starting with a keynote dinner and presentation by Dr. Alexa Posny, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education, and ending with a post-luncheon crystal-ball session by Chicago attorney Darcy Kriha; a balance of knowledgeable district, parent, and neutral perspectives; essential topics with proven effective presenters for the basic track; and a brand new set of “hot topics” and faculty presenters for the advanced track.

For more information visit <http://www.lehigh.edu/education/law>. Questions? Contact Tamara Bartolet (tlp205@lehigh.edu or 610/758-3226).

Calls to Participate

NIDRR's Proposed Long-Range Plan 2013-2017: Comments Sought

<http://www.gpo.gov/fdsys/pkg/FR-2012-04-18/html/2012-9365.htm>

The Assistant Secretary for Special Education and Rehabilitative Services proposes the National Institute on Disability and Rehabilitation Research's (NIDRR's) Long-Range Plan (Plan) for fiscal years (FYs) 2013 through 2017. The Department is required by the Rehabilitation Act of 1973, as amended, to develop a plan for NIDRR that outlines NIDRR's priorities for rehabilitation research, demonstration projects, training, and related activities, and explains the basis for these priorities. Deadline for comments: June 18, 2012.

OJJDP and SAMSA Observe National Children's Mental Health Awareness Day

<http://www.samhsa.gov/children/>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Services Administration (SAMHSA) will observe National Children's Mental Health Awareness Day on May 9, 2012. This year's observance will promote recovery and resilience for children and youth in the juvenile justice and child welfare systems. OJJDP, SAMHSA, and partnering agencies will support efforts to help the public recognize signs of child trauma, promote treatment for children's traumatic experiences, and promote trauma-informed social services and supports. They seek participants in Awareness Day 2012 Community Events activities. The Community Events link on the Web site lists activities already planned state-by-state.

ASCD: Outstanding Young Educator Award

<http://tinyurl.com/7s3ualn>

The Association for Supervision and Curriculum Development (ASCD) is seeking nominations for its Outstanding Young Educator Award, which recognizes a teacher under the age of 40 who demonstrates excellence in his or her profession, a positive impact on students, creativity in the classroom, and leadership in his or her school or district. Maximum award: \$10,000; ASCD institutional membership. Eligibility: full-time K-12 teachers under age 40; self-nominations accepted. Deadline: August 1, 2012.

LeadCast Blog Invites Entries from Scholars

<http://niusileadscape.org/bl/>

The Equity Alliance at ASU's LeadCast blog was initially created to talk directly to school principals, and has expanded to include researchers, practitioners, scholars, and state and district administrators dedicated to improving education through advocacy, research, social agency and the arts and transforming the ways education is conceptualized and delivered in this country. They invite scholars interested in submitting blog entries to email niusileadscape@asu.edu.

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.

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.

[To top](#)

Special Education Resources

A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government

Fact Sheet

<http://tinyurl.com/7v2ptgo>

“Federal Schedule: A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government” is a fact sheet with information to aid youth with disabilities looking for government work.

Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective (2012)

Research summary

http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf

This research summary underscores the link between high quality programs and student achievement. Analysis of more than 60 studies of afterschool programs showed that certain high quality afterschool programs are associated with increased academic performance, increased attendance, and significant improvements in behavior. Available in pdf (291 KB, 6 pp).

Center on Transition to Employment for Youth with Disabilities New Issue Briefs

Briefs

<http://www.transitiontoemployment.org>

The Center on Transition to Employment for Youth with Disabilities has posted seven Issue Briefs on aspects of employment for youth with developmental disabilities: “Evaluating the Implementation and Outcomes of Secondary Supported Employment Programs for Students with Intellectual or Developmental Disabilities,” “Students at Greatest risk for Poor Post-School Employment Outcomes: What Can Schools Do?,” “Does Service Collaboration Enhance Seamless Transition Outcomes?,” “Risk Modeling of Student Post-School Employment Outcomes,” “Do Promising Vocational Interventions Benefit At-Risk Youth?,” “The Impact of Personnel Factors on Employment Outcomes of Urban At-Risk Youth,” and “Post-School Outcomes for Transitioning Youth with Developmental Disabilities – Can We Predict Integrated Employment?” The Center for Transition to Employment is a Disability Rehabilitation Research Project sponsored by The National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The Center is operated by TransCen, Inc., in partnership with Virginia Commonwealth University.

College Readiness: A Guide to the Field (April 2012)

Report

<http://annenberginstitute.org/publication/college-readiness-guide-field>

“College Readiness: A Guide to the Field,” from the Annenberg Institute for School Reform (AISR), aims to help districts, schools, and other interested stakeholders identify opportunities both inside and outside of school to prepare their students for college success. As the U.S. education focus has shifted in recent years from high school graduation to postsecondary success, policies and initiatives, federal, philanthropic, school, and community efforts to that end have proliferated, this report can help education stakeholders keep abreast of these policies and initiatives.

Continuous Quality Improvement in Afterschool Settings: Impact findings from the Youth Program Quality Intervention Study (March 2012)

Report

<http://www.cypq.org/ypqi>

“Continuous Quality Improvement in Afterschool Settings: Impact findings from the Youth Program Quality Intervention Study,” a study funded by the W.T. Grant Foundation, evaluates the Youth Program Quality Intervention (YPQI), a data-driven continuous improvement model for afterschool systems. It finds that a cycle of assessing staff practices, planning based on the assessment and targeted training improves the quality of services delivered to young people; and that the YPQI model increases program quality among a wide range of afterschool systems, is sustainable and cost-effective, and might boost staff retention.

Culturally Responsive Positive Behavioral Support Matters (2012)

Report

<http://tinyurl.com/bsplwdk>

“Culturally Responsive Positive Behavioral Support Matters” is a report on Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS), published by the Equity Alliance of Arizona State University. Such supports are an important factor in effective education for students with varying cultural, linguistic, and ability backgrounds.

Designing Comprehensive Principal Evaluation Systems (2012)

Guide

<http://www.tqsource.org/PracticalGuidePrincipals/>

The National Center for Comprehensive Teacher Quality has released an “Online Practical Guide to Designing Comprehensive Principal Evaluation Systems” to assist states and districts in developing systems of principal evaluation and support. It is informed by research on evaluation design and the experience of state/district evaluation designers and covers research and policy context, state accountability and district responsibility in principal-evaluation systems, and development and implementation, as well as components critical to success in redesigning principal evaluations: specifying evaluation-system goals, defining principal effectiveness, and establishing standards; securing and sustaining stakeholder investment and cultivating a strategic communication plan; selecting measures; determining evaluation-system structure; selecting and training evaluators; ensuring data integrity and transparency; using evaluation results; and evaluating the system itself.

Dropping Out: Why Students Drop Out of High School and What Can Be Done About It (April 2012)

Archived Webinar

<http://media.all4ed.org/webinar-apr-9-2012>

On April 9, 2012, the Alliance for Excellent Education held a webinar featuring Dr. Russell W. Rumberger, who has conducted research on school dropouts for the past twenty-five years and is the author of a book by the same name as the webinar; and Phillip Lovell, Alliance Vice President of Federal Advocacy, who spoke about actions the federal government can take to help quell the high school dropout crisis.

Education and Disability Law Articles (April 2012)

Reports

<http://nichcy.org/laws/legal>

The National Dissemination Center for Children with Disabilities (NICHCY) offers access to a

selection of full-text journal articles from legal scholars on topics related to IDEA, Section 504, federal and state special education laws, dispute resolution, seclusion and restraint, and more.

Exploring New Paradigms for the Developmental Disabilities Assistance and Bill of Rights Act (2012)

Report

<http://www.ncd.gov/publications/2012/Apr222012/>

The National Council on Disability (NCD) has published “Exploring New Paradigms for the Developmental Disabilities Assistance and Bill of Rights Act,” a supplement to NCD’s 2011 “Rising Expectations: The Developmental Disabilities Act Revisited.” The supplement expands on the challenges identified in “Rising Expectations” and offers recommendations for aligning systems and statutes both within and beyond the scope of the DD Act.

Family Information Guide to Assistive Technology and Transition Planning (2012)

Information Guide

<http://www.fctd.info/>

The Family Center on Technology and Disability (FCTD) has released the Spanish version of their publication of “The Family Information Guide To Assistive Technology and Transition Planning.” This guide discusses relevant laws and includes accounts from students on how use of assistive technology helped them transition to postsecondary education, employment, and independent living.

How to Be a Data and Performance Management Rockstar (Using Data in Multi-Agency Collaborations) (April 2012)

Archived Webinar

http://www.ppv.org/ppv/ppv_transcripts.asp

Public/Private Ventures (P/PV) has archived its April 25, 2012, webinar on “How to Be a Data and Performance Management Rockstar,” based on lessons from Using Data in Multi-Agency Collaborations.

Internships: The On-Ramp to Employment, a Guide for Students with Disabilities to Getting and Making the Most of an Internship (2010)

Report

<http://ncld-youth.info/Downloads/intern-guide-final.pdf>

Completing an internship is a good way for young people with and without disabilities to prepare for their career field of choice. This report provides step-by-step information on the process of finding, applying for, participating in, and evaluating an internship and guides young people through activities focused on career exploration, interview and resume building, goal setting, networking, etc., to prepare them to successfully complete an internship and transition toward employment. It also includes tips of specific relevance to youth with disabilities, such as finding accessible housing, navigating the transportation system, disclosing a disability, and employing a personal care attendant. Available in pdf (8.15 MB, 96 pp).

Investing in America’s Future: A Blueprint for Transforming Career and Technical Education (April 2012)

Report

<http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf>

The Obama administration have released their blueprint to transform career and technical education (CTE) by reauthorizing the Carl D. Perkins Career and Technical Education (Perkins) Act of 2006. According to the blueprint, the 2006 Perkins Act reauthorization “took modest yet

important steps” to improve the quality of CTE programs, but it “did not go far enough to address the needs of youths and adults preparing to participate in the knowledge-based, global marketplace of the 21st century.” The blueprint outlines the reforms needed to make CTE more rigorous, relevant, and results driven. Available in pdf (846 KB, 16 pp).

National Collaborative on Workforce and Disabilities: Individualized Learning Plans How-To Guide (March 2012)

Guide

<http://www.ncwd-youth.info/ilp/how-to-guide>

This guide focused on the High School years is designed for schools, educators, and other professionals who assist youth with college and career readiness and transition planning. It was developed by the National Collaborative on Workforce and Disabilities (NCWD) in response to feedback from schools indicating a need for curriculum and implementation guidelines to support whole-school buy-in for implementing individualized learning plans (ILPs). A key goal of the guide is to help schools develop a bridge between college and career readiness efforts through the use of ILPs and help youth achieve prosperous and productive lives. The career development activities and resources in this guide are also useful for youth service professionals in the workforce development system.

National Collaborative on Workforce and Disabilities: Youth Services Professionals’ Knowledge, Skills and Abilities Training (2012)

Training Modules

<http://www.ncwd-youth.info/ksa/training-modules>

The National Collaborative on Workforce and Disabilities (NCWD) Youth cadre of trainers, in response to feedback from schools indicating a need for curriculum and implementation guidelines to support whole-school buy-in for implementing individualized learning plans (ILPs), has developed a set of training modules, “Youth Service Professionals’ Knowledge, Skills, and Abilities (YSP/KSA) Training,” with support from USDOL/ODEP. The YSP/KSA Training Modules from NCWD/Youth are interactive, day-long training sessions to strengthen youth professionals’ competencies for working with all youth, addressing the knowledge, skills, and abilities that youth service professionals need to better connect all youth, including youth with disabilities, to workforce, educational, and independent living opportunities.

NCES Releases new report on arts education in U.S. public schools (April 2012)

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics has released “Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10.” This Statistical Analysis Report presents selected findings from seven congressionally mandated arts in education surveys. These surveys were designed to provide national estimates of the characteristics of arts education in public K-12 schools for the 2009-10 school year and to allow comparison to selected estimates from an earlier study done in 1999-2000. This report provides national data about arts education for public elementary and secondary schools, elementary classroom teachers, and elementary and secondary music and visual arts specialists.

Off the Clock: What More Time Can (and Can’t) Do for School Turnarounds Education Sector (March 2012)

Report

<http://tinyurl.com/8512l89>

Extended learning time is one of the key elements of the federal government's SIG program. More than 90 percent of the schools in the program have selected one of two options, “turnaround” and “transformation,” that mandate more time. Education Sector reviewed data on how these schools are actually using “increased learning time” mandated by the federal government. Many ways are being tried, e.g., adding minutes to the school day, providing after-school programs, or shortening recess and lunch. Some approaches show potential, while others face considerable limits to implementation.

Secondary Transition "Just in Time" Training Resources (2011)

Resources

<http://www.nsttac.org/content/secondary-transition-just-time-training-resources-0>

The National Secondary Transition Technical Assistance Center (NSTTAC) has developed tables listing the important competencies needed for transition specialists and special education teachers and administrators, when the competencies may be needed, and, for each competency, resource listings and information on how to access the resource. A major challenge in implementing quality secondary transition services is staff turnover. Turnover can occur at all levels from the classroom, to the school system, to the state, and when it occurs, it is important to ensure new personnel have the skills and knowledge necessary to continue implementing quality secondary transition services.

Standards Open the Door for Best Practices from Special Education (April 2012)

Report

<http://tinyurl.com/bocrk8x>

Instructional approaches associated with special education are gaining traction as states and districts are faced with implementing the Common Core State Standards, reports “Education Week.” Two strategies, universal design for learning (UDL) and response to intervention (RTI), have been frequently cited in No Child Left Behind (NCLB) waiver requests for Common Core implementation. UDL involves creating lessons and classroom materials flexible enough to accommodate different learning styles, and RTI identifies learning problems early and introduces focused lessons (interventions) to address them. These methods have gained popularity because educators are otherwise faced with narrow mandates and a broad population. Such approaches to instruction do not erase the challenges of implementing standards that are more rigorous than current state standards, but they may make implementation more responsive, and help ensure that the standards will not turn students with disabilities into scapegoats for poor performance.

The Right of Students with Disabilities Who Need Accessible Instructional Materials to Receive These Materials in a Timely Manner: A Brief for Families and Educators (January 2012)

Brief

http://aim.cast.org/learn/aim4families/aim_families_educators

This brief for families and educators helps in understanding the legal requirements in IDEA and Section 504 that establish the right of students with disabilities to receive accessible instructional materials (AIM).

Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation (March 2012)

Report

http://www.crpe.org/cs/crpe/view/csr_pubs/495

In 2009, the federal government committed over \$3 billion nationwide to help states turn around their worst-performing schools. The U.S. Department of Education intended the School

Improvement Grants (SIGs) to spur dramatic change. This report looks at a study by the Center on Reinventing Public Education (CRPE) of the first-year implementation of those grants in Washington State to see what kinds of school-level changes are underway, how they compare to the intent of the grants, and the role that district play in SIG implementation. CRPE found that the turnaround efforts of most districts and schools in Washington State are only marginally different from past school improvement efforts. The report offers recommendations regarding the roles that federal, state, and local education agencies should play in support of school to improve the chances of changing more significantly.

When Young Adults Need Help with Decisions: Guardianship and Other Approaches to Decision-making Support (2012)

Transition Issue Brief

<http://hosted-p0.vresp.com/330372/c41b470f62/ARCHIVE>

This new Got Transition brief, “When Young Adults Need Help with Decisions: Guardianship and Other Approaches to Decision-making Support,” describes decision-making supports that may assist young adults with intellectual disabilities while ensuring independence and self-direction, and provides links to important resources for more information about guardianship and other alternatives.

Young, Underemployed and Optimistic: Coming of Age, Slowly, in a Tough Economy (February 2012)

Report

<http://tinyurl.com/7kyb3bh>

“Young, Underemployed and Optimistic: Coming of Age, Slowly, in a Tough Economy,” a new report of unemployment outcomes, for youth ages 18-24, published by the PEW Research Center provides information on how young adults are faring in today's job market.

[To top](#)

Update from the National Dissemination Center for Children with Disabilities

RESOURCES

School presents a unique challenge for children with behavior issues and their teachers. For many students with disabilities (and for many without), the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.

Teachers need tools to use to that help provide support and guidance. NICHCY is pleased to connect you with resources for helping children with disabilities.

Behavior at School

<http://nichcy.org/schoolage/behavior/atschool/>

Supports, Modifications, and Accommodations for Students

<http://nichcy.org/schoolage/accommodations/>

New at NICHCY! Education and Disability Law Articles

Looking for reliable information on topics related to IDEA, Section 504, and more? NICHCY offers access to a selection of full-text journal articles from trusted legal scholars. Find recent articles on federal and state special education laws, dispute resolution, seclusion & restraint, and more, at:

<http://nichcy.org/laws/legal>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Do you work with specialized instructional support personnel-SISPs? Perhaps you are a SISP! If so, the IDEA Partnership's Specialized Instructional Support Personnel collection may be quite relevant to your work. The collection provides basic information about SISPs, the importance of their role in our schools, and the services they provide to students. The collection includes a slideshow, a presenter's guide, a resource guide that will connect you with organizations relevant to SISPs, and more.

<http://tinyurl.com/6qz3kxt>

IT ALL STARTS IN FAMILIES AND COMMUNITIES

K-12 Parents and the Public

We all have a stake and a say in our children's education. Education Week has a great blog series for and about the role that parents and community member play in shaping the academic future for our children by re-shaping educational policy.

<http://blogs.edweek.org/edweek/parentsandthepublic/>

Taking a Closer Look: My Child's Academic Success

Parents play a critical role in helping children navigate through school and achieve academic success. Here are some tips for parents, provided by U.S. Department of Education, about how to be involved in your child's school, be a partner with your child's teacher, and what to do if problems arise.

<http://www.readingrockets.org/article/25720/>

Preparing Your Child for the Excitement of Camp

Summer is approaching and plans are being made for great camp adventures. As difficult as it is for kids to go to camp, it can also be tough on parents. Here are some useful tips for camp preparation.

<http://tinyurl.com/7qh62pi>

Maybe Be Your Own Camp Mom?

From Terri Mauro, here's a series of articles on setting up a do-it-yourself day camp for your child and a few friends - step by step, from choosing your campers to planning field trips to assembling arts and crafts to making lunches.

<http://specialchildren.about.com/od/campmom/ss/campmom.htm?nl=1>

Camp for Kids with Special Needs

Kids Health understands that selecting the "perfect" summer camp can be an exciting, yet overwhelming process. There are many camp choices for kids with special needs. From highly specialized camps to regular camps that accommodate kids with special needs, options abound. This article helps families navigate through the camp selection process.

http://kidshealth.org/parent/system/ill/finding_camp_special_needs.html#

Using Science to Build Your Child's Literacy Skills

Reading Rockets tells you how with its series of 18 tip sheets. The tip sheets are written by parents and are available in English and Spanish. Each tip sheet includes simple activities you can do with your child to build literacy and beginning science skills. Each tip sheet also includes a set of recommended picture books to extend learning.

http://www.readingrockets.org/extras/stem_series/#STEM_tipsheets

THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

CELL Practice Guides with Adaptations

These guides make it easier for young children with disabilities to participate in early literacy

learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage early literacy learning.

http://www.earlyliteracylearning.org/pg_tier2.php

The Everyday Teaching Digests

Everyday Teaching Digests deliver carefully selected resources that are grade-appropriate, timely and grouped by theme to match your everyday teaching needs. There is an extensive library of free online resources, and with a low-cost subscription you can gain access to a more complete set of resources.

<http://www.everydayteaching.com/>

9 Free Online Tutorials for Head Start and Early Head Start Programs

The Center for Early Childhood Mental Health Consultation's (CECMHC) *Best Practice Tutorial Series* is designed to enhance professionals' skills and knowledge around how to implement effective mental health consultation in Head Start and Early Head Start programs. The 9th one is hot off the press and focuses on implementing and evaluating effective mental health services in HS/EHS programs.

<http://www.ecmhc.org/tutorials/index.html>

Safe Sleep Practices in Child Care and Early Education Settings

The American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education have recently released *Safe Sleep Practices and SIDS/Suffocation Risk Reduction*. The document describes 27 nationally recognized standards on safe sleep in child care and early education settings.

<http://nrckids.org/SPINOFF/SAFESLEEP/SafeSleep.html>

SCHOOLS, K-12

Be Recognized for Culturally Responsive Teaching

Exceptional teachers do not get recognized enough for their hard work. This award recognizes educators who are adept at fostering productive, caring relationships with students and their families, building on students' prior knowledge and providing equitable access to learning opportunities for all students.

<http://www.tolerance.org/blog/be-recognized-culturally-responsive-teaching>

Culturally Responsive Positive Behavioral Support Matters

This brief explores the critical role of addressing and supporting behavior and socialization in our increasingly diverse schools. The brief describes the features of PBIS and then presents a framework for culturally responsive school-wide positive behavioral interventions and supports (CRPBIS) to address enduring educational equity issues.

http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf

Federal Resources for Educational Excellence

Finding good standards-based resources can sometimes prove to be a difficult task. The U.S. Department of Education has developed a website, specifically for teachers, including resources for all of your teaching needs.

<http://www.free.ed.gov/index.cfm>

ABCs of Teaching Reading

If reading came naturally, teaching reading would be a much easier job. Children would learn to read as readily as they learn to speak. Teachers would only need to give students the chance to practice their skills. Reading must be taught; that's why teachers are so important. Reading Rockets has put together some research-based resources to assist teachers in teaching reading.

<http://www.readingrockets.org/teaching/?gclid=CO308JzorK8CFUfc4Aod2030qQ>

What Teachers Make | Video

Taylor Mali is a vocal advocate of teachers and the nobility of teaching, having himself spent nine years in the classroom teaching everything from English and history to math and S.A.T. test preparation.

<http://www.youtube.com/watch?v=fuBmSbiVXo0>

<http://taylormali.com/poems-online/what-teachers-make/>

The Right of Students to Receive Accessible Instructional Materials (AIM)

This definitive brief for families and educators will help both understand the various legal requirements in IDEA and Section 504 that establish the right of students with disabilities to receive AIM.

http://aim.cast.org/learn/aim4families/aim_families_educators

A Guide to Educational Acronyms: What's in the Alphabet Soup?

You need only spend a few minutes listening to an education policy maker describing legislation to be aware of the "alphabet soup" of educational acronyms. The National Center on Educational Outcomes (NCEO) has developed this "acronym handbook" as a resource to define, clarify, or remind stakeholders of definitions of acronyms routinely found in legislative and policy discussions. Whatever your role, be it as a state legislator, teacher, parent, or other, this pocket guide will be a useful tool.

<http://nceo.info/OnlinePubs/NCEOAcronymHandbook.pdf>

STATE & SYSTEM TOOLS

State-Specific Training Materials

Looking for training materials to improve or increase implementation of high-quality outcome systems for early intervention (EI) and early childhood special education (ECSE) programs? The Early Childhood Outcome Center has state-specific materials and/or adapted ECO materials designed for training personnel in outcomes measurement processes and procedures for fostering improvement.

http://www.fpg.unc.edu/~eco/pages/states_cof materials.cfm

Secondary Transition "Just in Time" Training Resources

One of the major obstacles to implementing quality secondary transition services is staff turnover. Since turnover can occur at all levels from the classroom, to the school system, to the state, when it occurs, it is important to ensure new personnel have the skills and knowledge necessary to continue implementing quality secondary transition services. This document is designed to provide transition personnel at all levels with access to information on critical secondary transition competencies.

<http://www.nsttac.org/content/secondary-transition-just-time-training-resources-0>

Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2011 National Study

This is the fifth in a series of similar studies on high school graduation requirements and diploma options for students with and without disabilities conducted by NCEO. The present study was undertaken to update the status of graduation policies across the nation.

<http://nceo.info/OnlinePubs/Tech62/default.htm>

<http://nceo.info/OnlinePubs/Tech62/TechnicalReport62.pdf>

Critical Components of Quality Indicators for AIM

Back in 2008, leaders in the 15 AIM Consortium states described seven major elements of effective AIM systems, published as the Quality Indicators for the Provision of Accessible Instructional Materials. While the Quality Indicators provide a solid foundation of consistent goals for SEAs and LEAs regarding AIM systems, the AIM Center's newly released Critical Components will assist you with planning, implementing and evaluating dynamic, coordinated systems for the timely provision of AIM-in ways that are flexible and adaptable to your state/district's unique policies and practices.

<http://aim.cast.org/learn/policy/stateresources/components>

[To top](#)

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Latest Employment Opportunities Posted on NASET

[Special Education Teacher \(Middle or Elementary\)](#)

Oakland, CA

Job Category: Education; Teaching; Non-Profit; Healthcare

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Under supervision of the Assistant Director for Educational services, develop and implement a curriculum consistent with state requirements and individual student's IEP and treatment goals and agency philosophy.
- Provide direct supervision including the employment discharge and periodic evaluation of classroom instructional assistants. Through this supervision enable IA to assist in the instruction, child supervision and activity planning and meet goals of personal job satisfaction.
- Enrich class and student's educational programs to meet their individual needs, goals and interests using agency and community resources
- Use clinical insights, educational motivational techniques and a commitment to excellence in education to promote growth in the classroom
- Maintain all appropriate records including IEP's, teacher files, lesson plans consistent with IEP goals and objectives, attendance records, clinical notes and other records as required
- Administer periodic standard educational testing measures and use record of results to set individual goals and improve strategies
- Prepare for and attend IEP's. Conduct self in a professional manner and offer families compassion and support
- Participate in the planning for and supervision of children during milieu activities and events including field trips, parties, etc.
- Report through educational and clinical notes on children and participate in treatment team meetings as requested
- Develop and implement written lesson plans, that are marked by relevance to curriculum and individual child's needs, creativity and ease of application

- Write concise, legible, high quality Student Progress Reports as requested
- With help from the coordinator, develop a classroom budget, implement it consistently and maintain financial records in accordance with agency procedures
- Respond with cooperation and flexibility when planned or unforeseen disruptions occur such as substitute staff, make up meetings, special events, etc.
- Use, care and ordering of classroom materials, supplies, texts and equipment and maintenance of related rooms
- Provide input in to all Intake and Discharge and grade level decisions
- Conduct parent/guardian conferences and maintain quality communication with student homes consistent with treatment program guidelines
- Develop effective classroom management techniques consistent with the use of back-up systems, IEP goals and treatment plans and agency policy
- Provide assistance to the Coordinator in monitoring DIS services
- Participate in agency in-service training program
- Public relation duties as requested
- Instruct subordinates concerning all LCC safety policies, procedures, and rules, and enforcing these within work group. Ensure that subordinates attend all required safety training sessions.
- Require immediate reporting of all workplace hazards, safety rule violations, near misses, and work related injuries.

SPECIFIC SKILLS:

- Demonstrated awareness of, sensitivity to and competence in dealing with cultural and socioeconomic diversity of client population.
- Good written and verbal communication skills.
- The ability to relate effectively and professionally with children, supervisor, co-workers, family and extra-agency personnel.
- A commitment to empowering others to solve their own problems
- Valuing a nurturing family as the ideal environment for a person
- A conviction about the capacity of people to grow and change
- The ability to establish a respectful relationship with persons served to help them gain skills and confidence
- The ability to work collaboratively with other personnel and/or service providers or professionals
- The capacity to maintain a helping role and to intervene appropriately to meet service goals
- The ability to set appropriate limits

POSITION REQUIREMENTS:

- BA/BS degree from an accredited college or university, MA in reading or learning disabilities desirable.
- CA, LH or SH credential as a Special Education Teacher from accredited college or University. Eligibility for CA Emergency Specialist credential also considered.
- Minimum of one year experience teaching a special day class for seriously emotionally disturbed children.
- Valid California driver's license, a clear driving record and personal vehicle insurance coverage
- Must meet eligibility requirements to bill for Medi-Cal services

PHYSICAL REQUIREMENTS:

- The willingness and the ability to be first aid and CPR trained

- The willingness and the ability to manage acting out behavior of children ages 6-15 years old
- The willingness and the ability to be trained, using our therapeutic and relationship-building philosophy that includes Collaborative Problem-Solving, Life Space Crisis Intervention (LSCI), and SAFE Environments training programs
- Physical fitness with the ability to bend, stoop, kneel, drop to one knee and get back up

CLASSIFICATION: Regular, full-time, exempt, non-union, benefited position.

COMPENSATION: Teacher Salary Scale

BENEFITS: Competitive benefits package available

Please apply directly at the following link:

<https://home.eease.com/recruit/?id=504182>

Special Education Specialist I

Dover, NH 03820

Job Category: Full Time

Measured Progress is an Equal Opportunity/Affirmative Action Employer committed to workforce diversity.

Special Education Specialist I

Location: Dover, NH 100 Education Way

Full Time/Part Time: Full time

Position Summary

The Special Education Specialist I will provide program leadership across multiple contracts in administering assessment programs for students with significant cognitive disabilities. This role will develop special education content materials for professional development, item development, and the administration of alternate assessments. The Special Education Specialist I will provide content knowledge on contracts in an autonomous manner, and may be assigned new contract, client, and assessment work. Additional responsibilities include the following:

- Collaborate with and provide technical assistance to Measured Progress program manager, subcontractor, and/or state education agencies regarding the program's design, planning, and implementation.
- Conduct in-state professional development workshops with educational professionals on the implementation and scoring of alternate assessments.
- Develop and write administration manuals, resource guides, scoring guides, and presentation materials as needed.
- Collaborate with Measured Progress Curriculum and Assessment staff to develop and revise alternate assessment items, as well as the overall assessment design, as needed.

- Act as the main liaison with Measured Progress staff and state agencies on all test design and development issues for the contract, conducting in-state development meetings as required.
- Collaborate with the Measured Progress program manager and/or subcontractor with communicating the program's design, objectives, deliverables, budget, and deadlines to internal personnel to ensure the contract is carried out on time and according to specifications.
- Assist with the creation of contract-specific test designs and specifications for current contracts and/or proposals.

All interested applicants apply online -

<https://employment.measuredprogress.org/careers/>

Qualifications

- Bachelor's degree required
- A minimum of four (4) years of teaching experience in special education, or two (2) years of teaching experience in special education plus two (2) years of professional experience in alternate assessment
- Experience teaching students with significant cognitive disabilities
- Knowledge of alternate assessment design, development, implementation, impacts, and issues
- Excellent verbal and written communication skills
- Strong interpersonal skills and the ability to work independently

Benefits

Measured Progress's corporate campus is located 65 miles north of Boston in the New Hampshire Seacoast region. Measured Progress offers an exceptional benefits package and work environment, featuring on-site child care and gym facilities, generous paid time off and retirement savings plans, and immediate eligibility for health, dental, vision and life insurance.

Contact

All interested applicants apply online - <https://employment.measuredprogress.org/careers/>

BOCES Executive Director

Rangely and Meeker Colorado

Job Category: BOCES Administration

Directs the BOCES program which is comprised of two separate districts. Ensures compliance with regulations (State and Federal) for all programs within the BOCES.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Acts as an agent of the Board of Directors.

- Establishes and prepares meeting agendas, presents items for consideration to the Board and responds to inquiry from the Board.
- Ensures the communication and interpretation of Board decisions and requests to staff.
- Provides goal setting and problem solving to staff.
- Responds to staff and community regarding questions or problems about BOCES operations.
- Recommends policy and program decisions to the Board.
- Develops administrative rules and procedures to implement Board policy.
- Makes frequent visits to school sites.
- Attends various organizational meetings outside the BOCES.
- Plans, supervises and evaluates all BOCES personnel.
- Consults with staff, parents and outside agencies regarding special education students and programs offered.
- Responds to parents regarding the evaluation and placement of their children.
- Educates and discusses special education programs, personnel and students with building administrators and superintendents of districts within the BOCES.
- Obtains funding from the local, state and federal programs to ensure a free and appropriate educational program for all students.
- Submits program documentation for approval, applies for grants, submits budgets and financial reports and prepares and submits program reports to agencies.
- Develops and administers the BOCES budget.
- Ensures compliance with appropriate State and Federal Constitutional and statutory rules and regulations..
- Monitors staff caseloads and student progress.
- Recruits, selects and recommends personnel to be hired for the BOCES.
- Maintains complete and cumulative individual records of all children receiving special services.
- Assists in the adaptation of district policies to include special education needs.
- Keeps informed of all legal requirements governing special education and other federal programs within the BOCES.
- Plans staff in service training activities.

SUPERVISORY RESPONSIBILITIES:

Supervises all BOCES employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsible for the overall direction, coordination, and evaluation of all programs within the BOCES. Responsibilities include interviewing, hiring and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Requirements:

Must be capable of working in a team oriented special education department and ensure compliance with regulations (State and Federal) for all programs within the BOCES. Prospective candidate must have a master's degree or equivalent, in administration with a special education endorsement from an approved program. Three years of successful professional practice or administrative experience in special education, or combined thereof.

Benefits:

- Salary Negotiable
- Full health, dental, vision
- PERA retirement

- Rangely Recreation Center use

Contact:

402 West Main Street, Room #219,
Rangely CO. 81648
or for more information please call 970-675-206

Founding Elementary Special Education Coordinator

New York, New York

Job Category: Special Education Coordinator

WHAT MAKES HARLEM VILLAGE ACADEMIES DIFFERENT?

At *Harlem Village Academies*, we know 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 serve children from low-performing school districts in Harlem, and the academic gains achieved by our students are among the highest in the country. Our middle schools performed among the top schools in the state and outperformed suburban Westchester County.

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
- Provide guidance to classroom teachers on differentiating instruction so that all students succeed
- 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 SPED certification strongly preferred
- Experience with effectively addressing diverse special needs of elementary students
- Experience teaching English as a Second Language/English Language Learners
- 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

DO YOU WANT TO JOIN OUR REVOLUTIONARY TEAM?

Interested candidates may apply directly through our website or may email a resume and cover letter, including how you heard about the position, to our founding Principals, Sam Fragomeni and Elliot Evans at teach@harlemvillage.org with "Elementary SPED Coordinator" in the subject line. Candidates with less than two years of full-time teaching experience will not be considered, but are urged to contact us after completing a second year of teaching.

[\\$125,000 Salary for Master Middle School Teachers](#)

New York, New York

Job Category: Master Middle School Teacher

\$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>

You can learn more about teaching at TEP by participating in our Live Online Information Session (link below):

<http://www.tepcharter.org/info-session-for-teachers.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>

Info Session @ TEP

Thinking about applying for a teaching position at TEP? Attend an in-person information session with TEP's Principal, Zeke Vanderhoek. Take a tour of the school, learn more about the teacher application process and teaching at TEP, and have an opportunity to ask questions

When: Wednesday, May 23rd at 6PM

Where: TEP Charter School

Learn how to RSVP for the event by clicking the following link:<http://www.tepcharter.org/session-for-teachers.php>

Requirements: <http://www.tepcharter.org/overview-the-3Rs.php>

Contact: jobs@tepcharter.org

Asst.-Assoc. Professor Special Education

River Forest, IL

Job Category: Department of Curriculum, Language, and Literacy

Description

The Department of Curriculum, Language, and Literacy, within the College of Graduate and Innovative Programs at **Concordia University Chicago**, invites applications for a tenure-track faculty position at the rank of **Assistant or Associate Professor in Special Education**. The appointment will begin on July 1, 2012, or later. Applications will be accepted until the position is filled. Interviews begin the week of April 23, 2012.

The Position: Duties include teaching graduate-level Special Education courses for PreK-12 SPED teacher education endorsement, advising graduate students, conducting research, and providing local, state, and national service. The successful candidate is expected to conduct an active research agenda that addresses the issues that P-12 educators and learners face.

Key Job Elements

- Provides competency-, standards-based education which aligns with the Concordia University conceptual framework, Council on Special Needs standards, as well as supports the Concordia University style and system of learner-centered instructional delivery.
- Guides student learning in the facts, skills, dispositions, and appreciations pertaining to the course.
- Designs and delivers class instruction through the development of instructional plans to meet course competencies, the development of activities which support course objectives, and delivers the instruction as approved.
- Considers the general and special needs of the graduate students, assists them in meeting those needs, and when necessary, seeks additional help from other college services.

- Cooperates with the Department Chairperson and Program Leaders, department members, and the appropriate administrators in the development of the curriculum, in the preparation and update of course syllabi, course outlines, and selection of textbooks and other curricular materials.
- Recommends texts, instructional materials, and other resources as needed.
- Consults with Program Leaders and/or Department Chairperson on matters pertaining to departmental issues or concerns; observes proper channels of communications.
- Work to continuously improve the curriculum, instructional delivery, and assessment of all program requirements in accordance with NCATE and IBHE requirements.
- Submits midterm and final grade reports, NCATE data, and any other reports pertaining to the assigned course.
- Manages the learning environment through keeping accurate records, submitting attendance and grades and other reports on time, and enforcing school/college academic and attendance policies.
- Participates in faculty and professional organizations. Relates professional/life/industry experience to learning by the introduction of industry perspectives into courses, and the active awareness of professional/industry trends, research, and opportunities.
- Attends scheduled semi-annual professional development program meetings.

Required Education

Candidates must hold an earned doctorate or be ABD in special education, special needs populations, curriculum and instruction with an emphasis in special or gifted education, or a related field of research.

Required Experience

Must have teaching experience at some level of PreK-12 special education and/or involvement with PreK-12 special education teacher education. ABD candidates must complete the doctorate in one year by the time of start date. Applicants must show potential for developing, or have earned, a strong scholarly record as well as commitment to teaching and service. Documentation of the following will strengthen an application: knowledge and experience of special education education; engagement with high-needs schools; and experience or potential to work collaboratively and across disciplines.

Contact

To apply for the position, include a letter of interest; a curriculum vitae; official copies of transcripts; a list of three references including their name, addresses, and telephone numbers/e-mail addresses; and, if available, a sample publication or manuscript that reflects the applicant's scholarly work. Application reviews will begin immediately and will continue until the position is filled. For more information, email **Dr. Carol Schefelbein** at carol.schefelbein@cuchicago.edu.

Dr. Carol Schefelbein, Associate Professor Department of Curriculum, Language, and Literacy
Concordia University Chicago
7400 Augusta Street CC339C
River Forest, IL 60305
Fax: 708.209.3571

Phone: 708.209.3158

Email: carol.schefelbein@cuchicago.edu

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](#)

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

[To top](#)

Upcoming Conferences, Workshops and Events

2012

JUNE

Check & Connect Trainings

Trainings

Date: June 14-15, 2012 - August 10, 2012

Location: St Paul, MN

Website: http://checkandconnect.umn.edu/training_consultation/default.html

Abstract: Three Check & Connect Trainings will be held this summer: Preparation and Implementation Training in St. Paul, MN, June 14-15

National Conference on Volunteering & Service: Turning Point 2012

Conference

Date: June 17, 2012 - June 20, 2012

Location: Chicago, IL

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

Abstract: National and community service can be opportunities for individuals to give back to their community while developing networks, enhancing work skills and earning assistance for postsecondary education. Nonprofit leaders, community-based programs, volunteer leaders, disability organizations and others interested in the field of volunteerism and national service can attend this year's National Conference on Volunteering and Service, "Turning Point 2012" to learn more about the inclusion of people with disabilities in national and community service.

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.

University of Connecticut University College Preparation, Rights & Responsibilities, Empowerment, Planning (UCPREP)

Summer Program

July 30, 2012 - August 4, 2012

Storrs, CT

http://www.csd.uconn.edu/pre_admin_ucprep.html

The University of Connecticut's University College Preparation, Rights & Responsibilities, Empowerment, Planning (UCPREP) is a six day transition-focused summer program for rising high school juniors and seniors with disabilities which gives participants the opportunity to immerse themselves in the college setting. Participants in UCPREP will: acquire a broader knowledge of college life, expectations and responsibilities; gain a better understanding of their academic and personal strengths and needs; understand rights and responsibilities as a student with a disability; learn the skills to become an effective self-advocate; and create an individualized college transition plan that will assist with planning, preparation and adjustment.

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.

Check & Connect Trainings

Trainings

Date: August 9-10, 2012

Location: Fargo, ND

Website: http://checkandconnect.umn.edu/training_consultation/default.html

Abstract: Three Check & Connect Trainings will be held this summer: Preparation and Implementation Training in Fargo, ND August 9-10

[To top](#)

Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2012-2013

<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 2012-2013 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.

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FY 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.

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

<https://www.aiaa.org/Secondary.aspx?id=4184>

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.

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.

Post-Baccalaureate Certificate in Career Planning and Placement for Youth in Transition

<http://tinyurl.com/borpot>

The University of Maryland in conjunction with TransCen, Inc., is offering scholarships for the Career Planning and Placement for Youth in Transition Graduate Certificate Program. The scholarships offer a tuition and stipend award for 12 graduate credits in the University of Maryland's Department of Counseling and Personnel Services. They are intended for professionals with a bachelor's degree who are employed in special education, rehabilitation or related programs. The courses start in Fall 2012. Application deadline: June 29, 2012.

MetLife/NASSP: Breakthrough Schools

<http://tinyurl.com/7c826ta>

The National Association of Secondary School Principals and the MetLife Foundation are calling for entries in the search for the nation's top Breakthrough Schools. Applicants should be high-achieving middle or high schools, or schools that are making dramatic improvements in student achievement, whose best practices and outstanding results can inform other schools as they further their own improvement efforts. Honorees will be chosen based upon documented success in implementing strategies aligned with the three core areas of NASSP's Breaking Ranks II publication: collaborative leadership; personalization; and curriculum, instruction, and assessment. Maximum award: \$5,000 recognition in the association's monthly magazine, Principal Leadership. Eligibility: high-achieving middle and high schools with 40 percent or more students eligible for free and reduced priced meals. Deadline: June 30, 2012.

Best Buy: Community Grants Program

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

Through the Community Grants Program, Best Buy teams across the United States select non-profit organizations that give teens access to opportunities through technology. Maximum award: \$10,000. Eligibility: non-profit organizations located within 50 miles of a Best Buy store or other facility that serve a diverse population in local or regional communities, build academic, leadership and life skills in early adolescents (primarily ages 13-17), and serve at-risk populations. Deadline: August 1, 2012.

NAIS: Challenge 20/20 Partnership

<http://www.nais.org/resources/index.cfm?ItemNumber=147262>

The National Association of Independent Schools invites schools to participate in "Challenge 20/20," a program that brings together one school from the United States and one from outside the United States. Teacher-student teams from both schools work together throughout the fall 2012 school semester to come up with a solution to a global problem. Challenge 20/20 is based on Jean Francois Rischard's book, "High Noon: 20 Global Problems, 20 Years to Solve Them." Maximum award: international cooperation and collaboration between youth. Eligibility: all U.S. schools, elementary and secondary, public or private. Deadline: August 17, 2012.

P. Buckley Moss Foundation: Grants for Incorporation of the Arts

<http://www.mossfoundation.org/national-educators-awards-and-grants>

The P. Buckley Moss Foundation for Children's Education makes grants for new or evolving programs that integrate the arts into educational programming. The purpose is to aid and support teachers who wish to establish an effective learning tool using the arts in teaching children who learn differently. Maximum award: \$1,000. Eligibility: programs for children K-12. Deadline: September 30, 2012.

CVS Grants

<http://info.cvscaremark.com/community/our-impact/community-grants>

The CVS Caremark Community Grants Program focuses on inclusive programs and programs for children with disabilities under age 21; academic and enrichment programs at public schools; and programs that provide access to quality health care services and health education for at-risk and underserved populations of all ages. Grants of up to \$5,000 go to organizations that have a CVS in the area. Application deadline: October 31, 2012.

Humane Society of the United States: Education Mini-Grant

http://www.humanesociety.org/parents_educators/award/humane_education_mini_grant.html

The Humane Society of the United States is accepting applications for the 2012 Humane Education Mini-Grant, to fund innovative humane education opportunities in K-12 classrooms. Maximum award: \$1,000. Eligibility: all certified K-12 teachers in the U.S. Deadline: November 30, 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.

[To top](#)

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- Committee on Education and the Workforce
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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

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