

NASET Special Educator e-Journal



August 2013

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Update from the U.S. Department of Education

Statement from U.S. Secretary of Education Secretary Duncan on House ESEA Reauthorization Bill H.R. 5

"America's families, students and teachers deserve an education law that advances progress for all students—especially our most vulnerable children. The bill that the House passed today is not that law. The Elementary and Secondary Education Act, better known as No Child Left Behind (NCLB), is 6 years overdue for Congressional reauthorization, and has changed from an instrument of reform to a barrier. I have met and spoken many times with Congressional leaders to try to create a new version of law that would fix NCLB's most burdensome and broken elements. But, in the absence of a workable new law, we have worked together with 39 states and the District of Columbia, and are working with other states, to provide them with flexibility from the one-size-fits-all mandates of NCLB – a process that has unleashed pent-up energy for productive, state and locally designed reforms. I continue to support a strong, bipartisan reauthorization that helps to prepare students for a globally competitive economy. That reauthorization would continue the significant progress states are making in establishing standards that prepare students for college and careers, developing systems to support excellent teaching and leadership in our schools, and creating fairer, flexible, and focused accountability for the learning of all students, including low-income and minority students, students with disabilities, and English language learners.

"The bill passed by the House today does none of those things. It marks a retreat from high standards for all students and would virtually eliminate accountability for the learning of historically underserved students – a huge step backward for efforts to improve academic achievement. It would lock in major cuts to education funding at a time when continued investments in education are the only way we can remain competitive on the world stage. For all of these reasons, I and other senior advisors to the President would recommend that he veto H.R. 5 if it were presented to him."

Secretary Duncan Issues Statement in Response to Senate Subcommittee Vote to Invest in Early Learning Programs

U.S. Secretary of Education Arne Duncan issued the following statement in response to the Senate Labor, Health and Human Services, Education, and Related Agencies Appropriations Subcommittee voting to invest in early learning programs.

"I thank Chairman Harkin and the Subcommittee for producing a bill that makes strong investments in education, including early learning programs. With today's action, the Subcommittee has taken the first steps to recognize the important need for investing in high-quality preschool programs. Providing families with this tremendous opportunity for kids to excel will be critical to our national success for decades to come. The \$750 million requested by the President and provided by the Subcommittee is a healthy contribution to help states develop and strengthen their early learning programs. I hope Congress will continue to listen to business leaders, military officials, members of the faith community, educators and America's families, who are all in agreement about the importance of giving our children a strong start."

Nearly Three Million Students from over 30,000 Schools Recognized by the 2013 President's Education Awards Program

The U.S. Department of Education announced the 2013 President's Education Awards Program ([PEAP](#)) recipients, honoring nearly three million students from more than 30,000 public and private schools from all 50 states, the District of Columbia, Puerto Rico, Guam and the Virgin Islands. Each year K-12 students from across the country are eligible to receive individual recognition from President Obama and U.S. Secretary of Education Arne Duncan for their achievements toward educational excellence and outstanding educational growth. The award includes a congratulatory letter and certificate signed by the President, the Secretary of Education and the school principal.

"The President's Education Award Program recognizes student achievement and hard work in the classroom," said U.S. Secretary of Education Arne Duncan. "It honors students who meet high standards of academic excellence, while also rewarding students who work hard and give it their best shot, often overcoming tough obstacles to their learning."

The program has two categories that honor students graduating from elementary, middle or high schools:

- A gold seal certificate for educational excellence recognizes students' academic success in the classroom based on grade point average or school-specific criteria and standards, such as high motivation, initiative, integrity, intellectual depth, leadership qualities, and exceptional judgment; plus high scores on nationally normed achievement or state tests or recommendations from a teacher plus one other staff member;
- A silver seal certificate for outstanding educational achievement recognizes students' hard work, often in the face of special obstacles to their learning. A school's principal determines this award based on criteria developed at the school, such as showing outstanding growth, improvement, commitment, or intellectual development in particular subjects; demonstrating achievement in the arts; and demonstrating unusual commitment to learning in academics despite various obstacles.

The school's principal is the final authority on which students receive awards and determines the number of qualifying students based on eligibility and selection requirements found [here](#). There is no limit on the number of awards, as long as students meet the criteria for each award.

PEAP started in 1983 and is sponsored by the Department, in partnership with the National Association of Elementary School Principals and the National Association of Secondary School Principals.

Statement by Secretary Duncan on Senate Passage of Immigration Reform

U.S. Secretary of Education Arne Duncan issued the following statement in reaction to the Senate's vote on immigration reform yesterday:

"Since our early days as a nation, immigration has helped spur innovation and strengthen our economy. It will continue to do so in the 21st century. The vote in the Senate is a great step toward reforming the nation's broken immigration system and providing a pathway for DREAMers and their families. It is encouraging to see our country's political leadership set aside partisanship and come together to do what's in the best interest of the country.

"If we are going to meet President Obama's goal of leading the world in college graduates by 2020, we must support the education and growth of every student. We must also ensure that America remains a beacon for the most promising minds, by making it easier for foreign graduate students in science and math to stay in this country, rather than taking their skills elsewhere. Our country's best and brightest include students and families of every culture and creed, who deserve a fair shot at success whether they were born in the United States or chosen it as their home."

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Book Review

Shut Up About Your Perfect Kid: A Survival Guide for Ordinary Parents of Special Children

By: Trisha Spencer

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Abstract

A review of *Shut Up About Your Perfect Kid: A Survival Guide for Ordinary Parents of Special Children* by Gina Gallagher and Patricia Konjoian is presented. *Shut Up About Your Perfect Kid* is written by two mothers who happen to be sisters with children with special needs. The book is about their journey and how they have been able to see the good in the world through their children. The book offers insight for any parent and even those working with children with special needs on the reality of having a child with special needs. The review is written from the perspective of a special education educator and evaluates how educators need to be aware of parents' views, tribulations, and blessings of raising a child with special needs.

Book Review

As an educator of children of special needs, the views and stresses of parents often become minimal when considering what happens in the classroom. As educators, we all know the importance of parent-teacher collaboration, however, often times we get "annoyed" when we feel parents are not collaborating the way we think they should. After reading *Shut Up About Your Perfect Kid* through the eyes of an educator, the realization that maybe the collaboration we are looking for is not there because we are the ones at fault. Without knowing and understanding what the family as a whole is going through, an educator will never see the whole picture and failure to collaborate will solely be the fault of the educator. Gina Gallagher and Patricia (Patty) Konjoian have written a wonderful book full of laughter and tears about their children with special needs and what they have gone through over the years. After reading this book, any parent who is feeling lost will surely feel they have the power to rise above the taboo or rough moments brought on by having a child with special needs and any educator will empathize with parents on an even greater level.

Gina and Patty are sisters who both have children with special needs. They start their book with humor and wit that follows throughout. Their charisma is evident through the words they write. Any reader will feel as if they are having a conversation with the sisters. Any medical terminology they have in the book is outlined in the glossary so all readers can understand.

In the book an essay written by Emily Perl Kingsley is presented. The essay is titled, "Welcome to Holland." It is about one mother's comparison of having a child with a disability to a trip to Italy. She talks about how she has always dreamed of going to Italy so she plans a trip there. She buys books, plans adventures, learns the language, and fantasizes about the trip. However, when the plane lands she finds out she is in Holland. At first she is upset and confused because she has to go buy new books, make new plans, and learn a new language.

After a while she begins to realize all the beautiful things Holland has to offer and although it is different than Italy and not what she dreamed of, she still is able to see all the lovely things around her. Educators are parents as well, most have dreams of having or already have children. It is perfectly normal to have plans for your child, read books to know what to expect, and think of all the wonderful things your child will do. However, most educators do not realize a parent of a child with special needs may never attain all they dreamed of for their child. As educators, we only see the child in the classroom and know them for who they are now not for whom their parents thought they might be. This is something extremely important for educators to understand. Parents have had their world turned upside down and some of them may not realize their child is like "Holland." We need to first understand what a parent is feeling and then help show them the wonderful and lovely things their child can do and accomplish. In the book they talk about how they should be able to brag to other parents that their child with autism told a lie. Most parents would be mortified to have their child's teacher tell them their child told a lie or to hear them tell a lie but these mothers understand and have accepted their child's disability. Parents need to know for their child with autism, telling a lie is an accomplishment and something to be proud of because this means they are growing and developing.

Throughout the book Gina and Patty discuss their "coming to terms" with their children's special needs. Gina explains how she tried to blame others and herself for her daughter having Asperger's Syndrome. She then tried to educate herself but forgot about everything else. Then she became very depressed. Eventually she was able to talk a neighbor. In her neighbor, she found the hope she needed. Patty describes her process as being one of trying to be silent and cope with her daughter's Bipolar Disorder on her own until she eventually broke down. She went to her daughter's psychiatrist and started taking an antidepressant. Both of these sisters dealt with their issues in different ways. When working with parents as an educator, it is important to realize how hard of a time a parent may be going through. We need to reassure them it is not their fault, we need to offer them different resources to support groups, we need to provide them with information on how to work with their child at home, and remind them we are on their side.

In the book Gina and Patty offer some tips from parents to teachers during team meetings for students:

- "Call us or send an e-mail before the meeting to tell us what to expect and who will attend.
- Sit next to us; we don't have fleas. Sitting all together across from us makes us feel like you're not on our side, or that we're contestants on *America's Top Bad Parent*.
- Show compassion-not pity. Imagine how you would feel if had to hear difficult things about someone you loved. Choose your words carefully.
- Use language parents understand and try to explain complex terms.
- If you want to compliment the child, make sure you do so on relevant topics. While every parent loves to hear their child has the most colorful backpack, it isn't really helpful when it comes to educational matters. Telling them that their child decodes words well is.
- Follow up with parents after the meeting with an e-mail or a phone call and ask them if they have any questions or concerns."

These tips go back to what was mentioned at the beginning of the review. This is how parents are seeing us as collaborators. They want to work together but if educators use terms parents do not understand, how can they help? If the team all sits on one side of the table, the parents feel intimidated. Educators do not need to tell parents how "cute" their kid is, they want to hear about their academics. These tips are something every educator should print and post on their desk so every time they prepare for a team meeting they can remember parents want to work together and they truly want the best for their child.

Throughout the book Gina and Patty discuss many ways parents can get help and talk about different support groups. Educators should not only be advocating for the child but also for the parents. Educators should find resources, support groups, therapists, etc. that families may benefit from and offer them as a resource only, do not tell parents they have to do anything.

The end of the book discusses how Gina and Patty's children have helped them see what is really important in life- family and being united. It has helped all of their family develop empathy and understand one small step may be a great milestone. Overall, this book is a wonderful resource for any parent and any educator. This book brings light into anyone's world who is struggling with a child with special needs and even more importantly it brings hope that with a lot of laughter and tears life can still be wonderful.

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Special Education Resources

A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood (April 2013)

Report

http://www.aucd.org/docs/publications/transition2013_full_sm.pdf

“A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood” is a new report from the Association of University Centers on Disabilities (AUCD) about the transition from adolescence to adult life for youth with disabilities. Available in pdf (776 KB, 56 pp).

ACT Condition of College & Career Readiness 2012 (2012)

Report

<http://tinyurl.com/m236fp7>

The 2012 “Condition of College & Career Readiness” report provides national and state information on college readiness of ACT-tested U.S. high school graduating class of 2012, representing 52% of all 2012 graduates in the United States, and offers suggestions for policy and practice. This year, ACT has produced additional college readiness reports to focus on the college readiness of African American, American Indian, Asian, Hispanic, Pacific Islander, and Low-Income students.

Creating an Inclusive School Environment: A Model for School Leaders (2013)

Module

<http://www.iriscenter.com/inc/chalcycle.htm>

IRIS Center’s “Creating an Inclusive School Environment: A Model for School Leaders” provides free, online, interactive training enhancements that translate research about the education of students with disabilities into practice, to create an inclusive school environment for all students.

Getting Parents and Families Involved in School (June 2013)

Article

<http://www.readingrockets.org/article/25979/>

Research shows that parent involvement can improve student behavior, attendance, and achievement when schools foster high-quality, successful parent involvement. The Center for Comprehensive School Reform and Improvement’s “Getting Parents and Families Involved in School” offers research-based advice and resources to help schools in getting this involvement.

Implementing Ninth Grade Academies in Broward County, Florida (June 2013)

Report

<http://tinyurl.com/kzgcwc2>

“Implementing Ninth Grade Academies in Broward County, Florida” is a report of a study evaluating the Broward district’s initiative to implement Ninth Grade Academies in every district high school. Many students lose their way academically in ninth grade, never recover, and never graduate high school. Ninth Grade Academies aim to ease the transition into high school by creating smaller learning communities for ninth-graders.

Kids Count Databook (2013)

Report

<http://datacenter.kidscount.org/publications/databook/2013>

As the nation's economy recovers, America's children are showing some signs of improvement despite an ever-growing poverty rate, according to new data in the Annie E. Casey Foundation's "Kids Count® Databook." Children continue to progress in the areas of education and health. Although the economic well-being of the nation's children improved slightly from 2010 to 2011, the negative impact of the recession remains evident. (In 2011, the child poverty rate was 23%, or 16.4 million children, an increase of 3 million since 2005.

Peer Mentoring in Postsecondary Settings: Experiences at the College of Charleston (2013)

Brief

http://www.thinkcollege.net/images/stories/Insight_21_mentoringCofC_F.pdf

At its most basic level, mentoring assumes some type of collaborative relationship between two people. It can be a formal arrangement or an informal partnership. It can be short-lived or longstanding. What qualifies a person to become a mentor may be professional standing, personal knowledge, life experience, or any one of many other characteristics. On college campuses, mentoring has become a popular way of supporting the transition of new students to postsecondary education. Peer mentoring, where current students are matched with new students, can have a significant impact on the ease with which this transition occurs. "Peer Mentoring in Postsecondary Settings" details the importance of mentoring in supporting students with intellectual disabilities on the college campus, using strategies from the REACH Program at Charleston College as examples of effective practice. Available in pdf (133 KB, 4 pp).

The Importance of Collaborating on Concurrent Work and Education Experiences: Kentucky Experiences (2013)

Brief

http://www.thinkcollege.net/images/stories/Insight_22_F.pdf

Exclusion and segregation have fed a cycle of low expectations and curtailed opportunities cross all life domains for people with intellectual disabilities (ID). By coordinating supports and services across agencies and disciplines, however, individuals with ID are now being afforded opportunities rarely provided in the past, increasing their meaningful inclusion in work, education, and society in general. "The Importance of Collaborating on Concurrent Work and Education Experiences" describes how Kentucky postsecondary programs are working with vocational rehabilitation to provide employment opportunities to students with ID who are participating in postsecondary programs. Available in pdf (152 KB, 4 pp).

The Nation's Report Card: Trends in Academic Progress 2012 (June 2013)

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013456>

"The Nation's Report Card: Trends in Academic Progress 2012" presents the results of the National Assessment of Educational Progress (NAEP) long-term trend assessments in reading and mathematics administered during the 2011–12 school year to 9-, 13-, and 17-year-old students. Long-term trend assessments were first administered in the early 1970s; results are available for reading assessments dating to 1971 and mathematics assessments dating to 1973. NAEP is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

Using Early Warning Data to Keep Students on Track toward College and Careers (June 2013)

Report

<http://tinyurl.com/mh934l4>

“Using Early Warning Data to Keep Students on Track toward College and Careers” is a primer for state policymakers. Early warning systems (EWS) provide educators, administrators, and policymakers with actionable information that they can use to prepare all students to succeed in college and careers. EWS combine multiple data points, translate them into predictive indicators that are based on research, and communicate them to stakeholders, so they can examine which students are or are not on track for postsecondary success and intervene accordingly.

Using Individualized Learning Plans to Increase College & Career Readiness of All Students (May 2013)

Archived Webinar

<http://www.ncwd-youth.info/webinars#ncwdyouth>

“Using Individualized Learning Plans to Increase College & Career Readiness of All Students” is an archived webinar that presents the findings from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) longitudinal research project to determine whether and how Individualized Learning Plans (ILPs) could be considered as a promising strategy for developing college and career readiness. Presenters also recommend actions for educational leaders at the state and local levels interested in successful transitions of youth from adolescence to adulthood and share lessons on implementing ILPs statewide for all students.

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Update from the National Dissemination Center for Children with Disabilities



RESOURCES FROM NICHCY!

How to...

Get facts about specific disabilities.

NICHCY offers brief, but detailed fact sheets on specific disabilities. Each fact sheet defines the disability, describes its characteristics, offers tips for parents and teachers, and connects you with related information and organizations

with special expertise in that disability.

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

Find national organizations with specific disability or health expertise.

There are many national disability organizations and publicly funded information resource centers available. Each offers detailed information in their area of disability or health expertise. NICHCY's National Gateway puts contact information and a brief description of each organization right at your fingertips.

<http://nichcy.org/org-gateway>

Better understand what the law says.

NICHCY devotes an entire section of its website to federal legislation that relates directly or indirectly to individuals with disabilities, particularly children and youth. Visit the NICHCY Laws page to connect with more info on IDEA, Section 504, the ADA, and the Assistive Technology Act!

<http://nichcy.org/laws>



RESOURCES FROM OUR FRIENDS AT IDEA PARTNERSHIP

How to...

Build Connections - The Partnership Way.

Few collaborations start out as a deep effort. Depth develops over time and with intention! The Partnership Way describes four habits for interacting with partners, as well as four levels for deepening the collaborative work you do with partners.

<http://www.ideapartnership.org/building-connections/the-partnership-way.html>



IT ALL STARTS IN FAMILIES AND COMMUNITIES

How to...

Explain disability to family members.

Addressing a child's learning disability (LD) is stressful for any parent, and explaining it to your family can be difficult, as you are just beginning to understand it yourself. This article provides strategies on how to explain LD to your family.

<http://tinyurl.com/oprqxk6>

Access mental health services.

There are many organizations and groups that deal with mental health. This is a great place to find the one or ones that offer(s) the type of assistance, intervention, or information you're seeking.

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

Get a break.

Folks raising children or supporting a family member of any ability level welcome breaks from time to time. A particular type of support is needed for a break when a child or family member with a disability is involved. The National Respite Locator Service helps parents, family caregivers, and professionals find respite services in their state and local area to match their specific needs.

<http://archrespice.org/respitelocator>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

How to...

Toilet train a child with a special needs.

Toilet training works best when parents of children with special needs have access to the guidance, instruction, and encouragement of their pediatrician, other trained professionals, or support groups. This article provides that guidance and additional resources to help with toilet training.

<http://tinyurl.com/nxypfp7>

Use music to help children with special needs.

Music has value beyond entertainment - because of its effect on gross motor function, breathing, and self-regulation for children who struggle to speak, music is an excellent therapeutic tool.

<http://tinyurl.com/pugelqs>

Transition smoothly to kindergarten.

Transitions can seem scary, but with adequate planning and follow through they can go smoothly.

Planning for terrific transitions: A guide for transition-to-school teams focuses on the need to facilitate children's transition to kindergarten and is designed to help teams improve their transition processes through more effective planning, implementation, and evaluation.

<http://www.serve.org/FileLibraryDetails.aspx?id=152>



SCHOOLS, K-12

How to...

Teach students with a variety of abilities.

Teaching a group of students with varying abilities so that everyone can learn grade-level skills and content takes practice. The National Center on Accessible Instructional Materials provides tools to help teachers improve that skill.

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

Help struggling readers.

Did you know that learning to read is a challenge for almost 40% of kids? The good news is that with early help, most reading problems can be prevented.

<http://www.readingrockets.org/helping/>

Stop bullies and bullying.

Whether you are a parent, educator, or concerned friend of the family, there are 10 steps you can take to stop and prevent bullying. Do you know them all?

<http://www.nea.org/home/51629.htm>



STATE & SYSTEM TOOLS

How to...

Create an inclusive school environment.

IRIS Center provides free, online, interactive training enhancements that translate research about the education of students with disabilities into practice. Check out IRIS' training on how to create an inclusive school environment for all students.

<http://www.iriscenter.com/inc/chalcycle.htm>

Get parents and families involved in school.

Research shows that parent involvement can improve student behavior, attendance, and achievement. But how can schools foster high-quality, successful parent involvement? This article offers research-based advice and resources to help.

<http://www.readingrockets.org/article/25979/>

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Latest Employment Opportunities Posted on NASET

Educational Business Development Specialist

Los Angeles, CA

Job Category: Educational Business Development

Description:

Quality Behavioral Solutions (QBS) is a fast-growing Boston-based training company providing behavioral consultation services and crisis prevention training throughout the U.S. and Canada.

We are looking for a professional with a Special Education background who may be interested in a positive change to help further develop our training opportunities in CA and western US.

Responsible for generating and managing business development opportunities for **QBS** [training programs](#) in educational sectors. This position will develop key relationships with special education and other educational settings and identify new opportunities, schedule and present information regarding our training programs, collaborate with **QBS** Trainers and schedule training sessions.

Reporting directly to the Director of Sales & Marketing, **QBS** is seeking a fulltime person in California who is energetic, outgoing, and enjoys travel to join our growing team.

Requirement:

- Particularly interested if experienced in Special education, education, or behavior analysis
- Some sales & marketing experience helpful
- Ability to be self-directed
- Experience with clients with difficult behaviors in a healthcare, special education, or residential setting
- Excellent communication, research and organization skills
- Demonstrates strong presentation skills
- Working knowledge of Microsoft Office Applications
- Enjoys and is able to travel 25-50% of time
- Ability to read, write, and speak the English Language

Benefits:

Salary range: \$65-\$80,000

Full benefits

401k with 4% match

Profit-sharing

Contact:

David Lennox, Ph.D.; 508-281-0246; Dlennox@QBSCompanies.com

or

Anne Gately; 941-451-0020; AGately@QBSCompanies.com

ASSOCIATE DIRECTOR, Eliot-Pearson Children's School

Medford, MA

Job Category: Full Time

ASSOCIATE DIRECTOR, ELIOT-PEARSON CHILDREN'S SCHOOL - Eliot-Pearson

Please note this is a limited term appointment expected to last approximately one year and is not eligible for severance.

With roots that go back 91 years, the ***Children's School*** is the laboratory-demonstration school affiliated with the Eliot-Pearson Department of Child Development at Tufts University. The Children's School serves as a model and demonstration facility, providing a training and observation site for new and experienced teachers and a research facility for faculty and supervised students in the Department of Child Development. The Children's School enrolls approximately 80 children. It has preschool to second grade classes that vary in length and frequency.

The ***Eliot-Pearson Department of Child Development*** is internationally known for its undergraduate and [graduate programs](#), including PhD and MA programs in Applied Child Development and teacher preparation programs at the undergraduate and Masters levels. Eliot-Pearson has an historic role in early childhood education, equity, interdisciplinary, and dedication to children from diverse backgrounds. The Department reflects Tufts' university-wide commitment to active citizenship.

The ***Eliot-Pearson Department of Child Development*** invites immediate applications for the Associate Director of the Eliot-Pearson Children's School, for employment beginning August 2013. We seek an exceptional collaborator and leader to assist in directing our department's preK-2nd grade laboratory school as we advance our commitment to equity in early childhood urban education settings. This position reflects a new vision for developing the Children's School as a community outreach and research environment for the study of children's early learning, effective teaching, professional development support of in-service educators, and the development and assessment of curriculum for diverse learners. The Associate Director will play a major role in implementing this newly expanded vision of the Children's School and will have major responsibility for overseeing all aspects of the special needs component of our inclusion school.

Basic Requirements:

- Master's degree in Early Childhood Education or related field (e.g. Special Education, Elementary Education, Child Development)
- 5 years of experience required working in a school or early childhood program with children with special needs.
- EEC Director I license and DOE license in students with moderate disabilities
- Microsoft Office
- The finalist for this position must successfully complete all appropriate background checks

PREFERRED QUALIFICATIONS:

Facility in a language other than English is desirable, but not required.

SPECIAL WORK SCHEDULE REQUIREMENTS:

Attendance at occasional evening or weekend meetings and functions.

BENEFITS:

Tufts University is an AA/EO employer and actively seeks candidates from diverse backgrounds.

Apply Here: <http://www.Click2apply.net/8hqkx9q>

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

New York, NY

Job Category: 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>

Open positions: <http://www.tepcharter.org/open-teaching-positions.php>

- Social Studies Teacher

- English Language Arts Teacher
- Special Education Teacher
- Mathematics Teacher
- Science Teacher
- Physical Education Teacher
- Music Teacher

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 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, and learn more about the teacher application process and teaching at TEP.

Learn how to RSVP for the event by clicking the following

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

We also have a Live Online Info Session too!

Click here for more information: <http://www.tepcharter.org/info-session-for-teachers.php>
jobs@tepcharter.org

Please refer to job description for details

Special Education Teacher

Alexandria & Fredericksburg , VA

Job Category: Full Time 12 month program

APTS is currently in search of Special Education Teachers for both our Alexandria and Fredericksburg locations.

Employees duties include, but are not limited to:

- Develop and implement Individualized Education Plan (IEP) based on results of psycho-educational and other assessments, including implementing strategies developed by speech, occupational, physical therapists, or other IEP mandated service providers
- Develop lesson plans on a weekly and monthly basis for each student based on their IEP goals/objectives and in keeping with state requirements (i.e., Standards of Learning/Alternate Assessment)
- Included with the plans will be a list of materials (i.e., books, manipulatives, puzzles, etc.) needed for each lesson
- Turn in monthly lesson/program plans to the Educational Supervisor on the first of the month. The lesson plans should also demonstrate how each students IEP objectives are linked to the activity and Standards of Learning and/or Aligned SOLs
- Ensure that all materials are available at time of lesson in accordance with lesson plans and plans are disseminated to appropriate staff
- Carry out behavioral strategies, including crisis intervention, in keeping with APTS policies and procedures and regulations governing private special education day schools
- Process with staff daily to ensure awareness of schedule and instructional activities
- Administer Standards of Learning and other diagnostic testing as appropriate for level of training and student need
- Conduct alternate assessments for students requiring them
- Coordinate and attend IEP and IDT meetings, parent/teacher conferences, and meetings with other professionals as appropriate and/or required
- Write quarterly progress reports which include graphs for each students progress
- Collect data based on each students functional assessment and IEP
- Provide input in the development of each students Behavior Intervention Plan
- Maintain a clean and neat classroom
- Provide input regarding staff performance evaluations

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to walk; sit; use hand-to-finger, handle or feel objects, tool and student supplies; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; see, talk, and hear. The employee frequently is required to stand, and occasionally to run. The employee must be able to provide physical crisis management. The employee will occasionally lift and/or move 50 pounds or more with or without assistance.

Qualifications:

- Bachelors Degree required, Masters Degree preferred or 30 credits accrued towards Masters degree in education or a related field from an accredited university
- Collegiate level or Post-Graduate level preferred.
- Provisional required.
- Endorsement in math and/or science or 2 years teaching experience in those subject areas preferred.
- Must Possess a Virginia teaching certificate with a Special Education endorsement. In lieu of a complete endorsement, a conditional license may be granted if the teacher is actively working towards completing the endorsement.

Salary/Benefits:

APTS offers a competitive salary, internal advancement opportunities, medical/dental health benefits, as well as additional incentives for our employees.

We are proud to be an EEO employer M/F/D/V. We maintain a safe and drug-free workplace and require a pre-employment background screening.

Ask about our free or discounted gym membership as well!!!

For immediate consideration, please submit your resume via email: calves@aptsprograms.org or fax: 703 504-2893.

Education Specialist

Darien, Connecticut

Job Category: Special Education Teacher

The ***Southfield Center for Development*** is a family-centered, interdisciplinary practice dedicated to providing comprehensive evaluation and care across a wide range of ages and challenges. ***The Southfield Center*** seeks an Education Specialist to join our team of more than 20 skilled practitioners who offer an integrated approach to the learning, emotional, behavioral, and medical issues that impact our children.

Job Description

- Perform educational assessments to identify strengths and needs of a student, and design remediation programs for the school and home settings
- Provide individualized reading support using evidence-based, systematic, and multisensory instruction
- Provide individualized written language tutorial support using evidence-based instruction

- Provide Executive Functions Coaching services and collaborate with Managing Director and Clinical Director on development of coaching team
- Attend school meetings at parental request to explain client's academic profile and make recommendations for instruction
- Collaborate with Center's advocacy team. Provide suggestions for IEP goals/objectives and appropriate reading programs for children with literacy challenges
- Collaborate with Center's testing psychologists on recommendations for psychoeducational evaluations
- Provide progress monitoring services to schools and parents through record review and targeted assessment
- Provide review and analysis of RTI/SRBI programs targeting literacy challenges, to determine effectiveness of programming
- Attend required staff and supervisory meetings
- Give presentation once yearly at Center's grand rounds meeting
- Collaborate with Managing Director to do community outreach to promote education specialist services
- Additional responsibilities as determined by supervisor

Requirements

- Master's Degree in Special Education
- Expertise in conducting educational assessments and development of literacy intervention programs
- Extensive training in, and experience utilizing, research-based methodologies for reading and writing instruction
- Ability to work effectively with minimal supervision and prioritize responsibilities
- Exemplary organizational skills
- Excellent interpersonal skills with ability to professionally interface with clients, Center staff, and Center management

Contact

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Upcoming Conferences, Workshops and Events

2013

August

Empowering Young Leaders for Juvenile Justice Reform

Summit

August 2, 2013 - August 3, 2013

Washington, DC

<http://cijyouthsummit2013.wordpress.com/>

The Coalition for Juvenile Justice will host its 2013 Youth Summit on August 2-3, 2013, in Washington, DC. In accordance with the summit theme “Empowering Young Leaders for Juvenile Justice Reform,” sessions will offer youth information on juvenile justice basics, disproportionate minority contact, the school-to-prison pipeline, and leadership development.

The Dynamics of Facilitating IEP Meetings

Workshop

August 13, 2013 - August 14, 2013

Newark, DE

<http://www.ipa.udel.edu/crp/trainingandevents.html>

In “The Dynamics of Facilitating IEP Meetings” workshop, participants will learn the role and responsibilities of a facilitator and how to prepare for an IEP meeting, design a collaborative meeting agenda, facilitate a meeting process that encourages full participation and effective communication, build agreement and gain consensus, and manage challenging meeting dynamics.

CADRE Webinar on Moving Forward: Building Effective Family-School Partnerships

Web-based Event

August 14, 2013

11:30 AM - 12:45 PM (Pacific)

<http://www.directionservice.org/cadre/mappwebinar.cfm>

CADRE’s webinar, “Moving Forward: Building Effective Family-School Partnerships,” will provide an overview of what is now known about policies and practices needed to cultivate and sustain effective family-school partnerships that support student achievement and school improvement.

Check & Connect Mentor Training

Mentor Training

August 14, 2013 - August 15, 2013

Renton, WA

http://checkandconnect.umn.edu/training_consultation/mentors_WA.html

Check & Connect Mentor Training is a 2-day competency-based training designed to provide participants with information, competencies, and skills needed to be effective Check & Connect mentors at their local sites. This training is designed for those assigned the role of Check & Connect mentor, whether a new or current mentor, as well as those interested in Check & Connect mentoring principles and practices. Site coordinators and administrators are encouraged to attend as well. Deadline for registration: July 11, 2013 (early bird deadline: June 27, 2013).

21st Century Skills and Service-Learning

Web-based Event

August 20, 2013

12:00 PM - 1:00 PM

<https://nylc.webex.com/mw03071/mywebex/default.do?siteurl=nylc>

The term “21st Century Skills” gets thrown around a lot, but rarely does anyone articulate what that really means or how 21st Century Skills are specifically developed within practice. This webinar will connect with educators who set out to develop 21st Century Skills within the youth they work with. Participants will explore intended outcomes and examples of real service-learning projects.

September

Frames for Change: Approaches for Engaging Youth in School and Community

One-Day Event

September 18, 2013

St. Paul, MN

<http://ici.umn.edu/framesforchange/>

A free, one-day event to share proven approaches for engaging youth in school and community, including service learning, leadership development, student engagement, youth entrepreneurship, and transition planning. Includes keynote speaker Dr. Martin Brokenleg of Reclaiming Youth International, as well as sessions focused on serving American Indian youth. A limited number of scholarships to the 2-day Check & Connect Training following this event are available to American Indian youth educators (early submissions encouraged). Registration required by September 9, 2013 (September 3 for those applying for scholarship). Sponsored by the Institute on Community Integration, Corporation for National and Community Service, National Youth Leadership Council, American Indian Business Leaders, and Fond du Lac Ojibwe School.

November

2013 “Active Learning Conference” Intervention Strategies For Children With Multiple Special Needs

November 5 & 6, 2013

Holiday Inn – Southgate, Southgate, Michigan

www.penrickton.com

Given the opportunity, any child can learn! Active Learning, an innovative approach developed by Dr. Lilli Nielsen, focuses on establishing motivating learning environments for children with multiple special needs. Join Ms. Patricia Obrzut, M.S., O.T.R/L., as she provides you with this fresh and pioneering approach. Learn how to increase functional independence and developmental skills while reducing stereotypical, self-injurious or aggressive behaviors. This

exciting conference will feature lecture, video and demonstrations. Active Learning equipment and materials will be on display throughout this conference.

Leaders for Life: No Limits – No Boundaries

Conference

November 14, 2013 - November 16, 2013

Williamsburg, VA

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

The Division on Career Development and Transition (DCDT) conference, “Leaders for Life: No Limits – No Boundaries” will be held this November. The DCDT webpage includes information about the conference, pre-and-post conference activities, and how to register for the conference.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 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 2014 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.

FY 2013 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.

Dollar General: Beyond Words Library Disaster Relief

<http://www.ala.org/awardsgrants/awards/166/apply>

Dollar General, in collaboration with the American Library Association (ALA), the American Association of School Librarians (AASL) and the National Education Association (NEA), is sponsoring a school library disaster relief fund for public school libraries in the states served by Dollar General. The fund will provide grants to public schools whose school library program has been affected by a disaster. Grants are to replace or supplement books, media and/or library equipment in the school library setting. Maximum award: up to \$15,000 to replace or supplement books, media and/or library equipment. Eligibility: public school libraries Pre K-12 located within 20 miles of a Dollar General store, distribution center or corporate office that have lost their building or incurred substantial damage or hardship due to a natural disaster (tornado, earthquake, hurricane, flood, avalanche, mudslide), fire or an act recognized by the federal government as terrorism; or have absorbed a significant number (more than 10% enrollment) of displaced/evacuee students. Deadline: none.

Fender Music Foundation: Grants

<http://www.fendermusicfoundation.org/grants/?sec=info>

Fender Music Foundation grants of instruments and equipment are awarded to music academies, schools, local music programs and national music programs across America, particularly in-school music classes, in which the students make music; after-school music programs that are not run by the school; and music therapy programs, in which the participants make the music. Maximum award: up to 8 instruments. Eligibility: established, ongoing and sustainable music programs in the United States, which provide music instruction for people of any age who would not otherwise have the opportunity to make music. Deadline: rolling.

AASA: National Superintendent of the Year

<http://www.aasa.org/content.aspx?id=3404>

The American Association of School Administrators (AASA) National Superintendent of the Year Program pays tribute to the talent and vision of the men and women who lead the nation's public schools. Maximum award: recognition; a \$10,000 scholarship to a student in the high school from which the National Superintendent of the Year graduated.

Eligibility: Any superintendent, chancellor, or top leader of a school system in the United States, Canada, or international school who plans to continue in the profession. Deadline: varies by state.

William T. Grant Foundation Invites Applications for Youth Social Setting Research Projects

http://www.wtgrantfoundation.org/funding_opportunities/research_grants/social-settings

The William T. Grant Foundation is accepting applications from organizations for research projects related to understanding how youth settings work, how they affect youth development, and how they can be improved. Grants of \$100,000-\$600,000 will be awarded for projects that address theory, policy, and/or practice affecting the settings of youth ages 8-25 in the United States. Social settings are defined as the social environments in which youth experience daily life. These include environments with clear boundaries such as classrooms, schools, and youth-serving organizations, and those with less prescribed boundaries such as neighborhoods or other settings in which youth interact with peers, family members, and other adults. To be eligible, organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code. Deadline: August 2, 2013.

Open Meadows Foundation: Grants for Women and Girls

<http://openmeadows.org/>

The Open Meadows Foundation is a grant-making organization for projects that are led by and benefit women and girls. It funds projects that: reflect the diversity of the community served by the project in both its leadership and organization; build community power; promote racial, social, economic, and environmental justice; and have limited financial access or have encountered obstacles in their search for funding. Maximum award: \$2,000. Eligibility: 501(c)(3) organizations with an organizational budget no larger than \$150,000. Projects must be designed and implemented by women and girls. Deadline: August 15, 2013.

NAIS: Challenge 20/20 Program

<http://www.nais.org/Articles/Pages/Challenge-20-20.aspx>

The National Association of Independent Schools Challenge 20/20 Program provides an opportunity for schools to develop globally based, experiential curricula and to build educational partnerships with schools around the world. Challenge 20/20 students form bonds with students from across the globe and learn first-hand about cross-cultural communication; together, teams tackle real problems. Maximum award: participation in the program. Eligibility: elementary and secondary schools, public or private, located anywhere in the world. Deadline: August 16, 2013.

P. Buckley Moss Foundation: Grants for Teachers of Children Who Learn Differently

<http://www.mossfoundation.org/national-educators-grants-0>

P. Buckley Moss Foundation Education Grants aid and support teachers who wish to establish an effective learning tool using the arts in teaching children with learning disabilities and other special needs. Maximum award: \$1,000. Eligibility: new or evolving programs that integrate the arts into educational programming. Deadline: September 30, 2013.

Foundation for Technology and Engineering Educators Invites Applications

<http://www.iteea.org/Awards/granthearlihy.htm>

The Foundation for Technology and Engineering Educators, in partnership with Pitsco/Hearlihy & Company, is accepting applications for technology and engineering education programs at any grade level.

Through its Excellence in Teaching Technology and Engineering grant program, the foundation will award grants of \$2,000 each to K-12 technology and engineering teachers to encourage the integration of a quality technology and engineering education program within their school's curriculum. Applicants must be teachers (elementary or secondary) who are successfully integrating technology and engineering education within their school's curriculum. In addition, teachers must be ITEEA members and be registered for the ITEEA annual conference. Membership materials may be enclosed with the scholarship application. Deadline for applications: December 1, 2013.

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