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Update from the U.S. Department of Education

Departments of Justice, Education, and Health and Human Services Issue Letter to Health-Related Schools Regarding Hepatitis B Discrimination

The Department of Justice, the Department of Education, and the Department of Health and Human Services sent a joint letter to the nation's medical schools, dental schools, nursing schools, and other health-related schools regarding hepatitis B discrimination.

In the letter, the departments express concern that some health-related schools may be making enrollment decisions based on an incorrect understanding of the hepatitis B virus, resulting in discrimination.

The letter updates schools on the latest recommendations from the Centers for Disease Control and Prevention (CDC) regarding the participation of students with hepatitis B in health-related schools. The letter also emphasizes the importance of CDC's recommendations, especially as they relate to the schools' obligation to comply with federal laws prohibiting discrimination on the basis of disability, race, color, and national origin.

Approximately 800,000 to 1.4 million people in the United States have hepatitis B. Asians, Native Hawaiians, and Pacific Islanders make up roughly 4.5 percent of the U.S. population, but represent 50 percent of the persons with hepatitis B in the United States.

The letter cites to a March 2013 settlement agreement that the Justice Department reached with a medical school and a school of osteopathic medicine resolving allegations that the schools violated the Americans with Disabilities Act by excluding previously-accepted applicants with hepatitis B from their programs.

The updated CDC recommendations, based on the most current scientific information, dispel many myths associated with hepatitis B and provide guidance to health-related schools on managing students with the virus. The CDC also notes that since the last update of the recommendations in 1991, there have been no reports of hepatitis B transmission in the United States or other developed countries from medical or dental students to patients. Among other recommendations, the CDC recommends that chronic hepatitis B virus infection, in itself, should not preclude the study or practice of medicine, surgery, dentistry, or allied health professions.

"The Justice Department strongly urges health-related schools to review the CDC's recommendations and to ensure that their policies and practices comply with federal nondiscrimination laws," said Jocelyn Samuels, Principal Deputy Assistant Attorney General for the Civil Rights Division of the Justice Department. "Applicants and students with hepatitis B should not have to face exclusion on the basis of unfounded fears and stereotypes, and the Justice Department will not tolerate it."

"Both public health and civil rights will be promoted when medical schools rely on the most recent scientific information, not overbroad generalizations, in dealing with medical students with hepatitis B," said Seth Galanter, Acting Assistant Secretary for Civil Rights in the Department of Education.

Leon Rodriguez, Director of the Office for Civil Rights in the Department of Health and Human Services, agrees that health-related schools must ensure that they do not deny equal access to individuals based on discrimination, adding: "The CDC recommendations promote public health and safety while also offering guidance on the management of students with hepatitis B. Our agencies place considerable weight on this guidance in our enforcement of Federal civil rights laws."

The Departments of Justice, Education, and Health and Human Services share responsibility for protecting the rights of students and applicants with disabilities, including those with hepatitis B, in

schools of higher education by enforcing titles II and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. These laws prohibit covered postsecondary institutions from discriminating on the basis of disability and from refusing to make reasonable modifications to their policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless such modifications would fundamentally alter the nature of the program or the services provided. The Departments of Justice, Education, and Health and Human Services also enforce Title VI of the Civil Rights Act, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance, including those of health-related schools.

Additional information about the Civil Rights Division of the Justice Department is available on its website at www.justice.gov/crt. Additional information about the Department of Education's Office for Civil Rights is available on its website at www.ed.gov/ocr/. Additional information about the Department of Health and Human Service's Office for Civil Rights is available on its website at www.hhs.gov/ocr/.

Duncan Discusses Influence of Teacher Voice on New Flexibility Decision

Secretary Duncan [announced](#) that ED is offering states flexibility around high stakes personnel decisions and double testing—a decision greatly influenced by educators' voices.

His decision addresses two areas. First, states will be able to ask for an extra year beyond current plans for teacher evaluation systems before data from new assessments impacts personnel decisions for educators.

Second, during next school year (2013-2014), some schools will field test new assessments. ED will work with states to avoid double-testing students. Over-testing is a very real concern, and schools participating in the field test will receive the option to administer only one assessment in 2013-2014 to any given student— either the current statewide assessment or the field test.

Secretary Duncan's decision doesn't come out of the blue. In fact, it was significantly influenced by discussions with teachers around the country. As full-time TAFs, teachers on temporary release from our schools to bring teacher perspective to federal policy-makers, we were literally at the table— and consistently asked to provide educator voice to the high level discussions being held.

In the interest of hearing and elevating teachers' voices, the 12 members of our TAF team (six full-time Fellows and six part-time Classroom Fellows) traveled to 34 states over the past year and held discussions with well over 4,000 teachers. Teachers, who are the actual implementers for these reforms, are uniquely positioned to offer candid, authentic advice about how to make these urgently needed reforms work best for students.

As Arne describes in the video, we heard from teachers over and over about the unprecedented level of change and reform going on throughout the country as states transition to new standards, new assessments, and new teacher evaluation systems.

Overwhelmingly, we heard support from teachers around the country for raising standards that will ensure students can compete in the global economy. At the same time however, we also heard widespread concern that teachers need time, models, and quality professional development to teach to the new standards effectively. In states where there is a strong commitment to collaboration, teachers feel more empowered, supported, and positive about the current state of reform efforts.

From our vantage point, we believe that the Department and Secretary Duncan are committed to learning from educators. This offer of flexibility reflects the Department's responsiveness to teachers' voices. Whether states request the flexibility or not, we hope that we all hear the needs expressed by teachers across the country to make this significant transition sustainably, with room and support for innovation and cycles of professional learning.

Fact Sheet: Redesigning America's High Schools

Editor's Note: The fact sheet below highlights how the High School Redesign initiative will challenge high schools and their partners to rethink teaching and learning and put in place learning models that are rigorous, relevant, and better focused on real-world experiences.

Meeting President Obama's goal to lead the world in college attainment by the end of this decade demands a new investment and vision to transform America's high schools to prepare students for innovative and global economy.

While American 15-year-olds rank in the middle of the pack internationally on indicators of science, reading, and math, America's international peers are enhancing the rigor and relevance of experiences offered to students in their middle and high school years. Many nations offer the opportunity for students to enroll in educational programs that develop knowledge and skills needed for success in college and in a competitive workforce. Today's global economy requires new approaches to teaching and learning in America's high schools to foster problem solving and analysis, to support creativity and collaboration, and to connect student learning directly to the real world. Students learn best when they are engaged in complex projects and tasks aligned with their interests and when they work with others through practical examples and case studies that engage them in rigorous academics and in the application of knowledge.

President Obama's High School Redesign initiative will encourage America's school districts and their partners to use existing federal, state and local resources to transform the high school experience for America's youth through a whole school redesign effort. This effort will challenge high schools and their partners to rethink teaching and learning and put in place learning models that are rigorous, relevant, and better focused on real-world experiences. These reforms will incorporate personalized learning and career and college exploration and ensure that all students graduate with college-level coursework or college credit, as well as with career-related experiences or competencies.

The High School Redesign initiative will promote a rethinking of the high school learning experience, and challenge schools to:

- Redesign academic content and instructional practices to align with postsecondary education and careers and to foster deep understanding and mastery, with student-centered learning in a culture of high expectations.
- Personalize learning opportunities to support the educational needs and interests of individual students, optimize the pace of learning, and customize content and practices for students to master challenging academic content and pursue their interests.
- Provide academic and wrap-around support services for those students who need them, such as tutoring, mentoring, and comprehensive supports, so that all learners—including low-income students, English learners, and students with disabilities—can successfully graduate and transition smoothly into postsecondary learning and adulthood.
- Provide high-quality career and college exploration and counseling for students on postsecondary educational options, including education and training requirements for careers, college success skills, and financial aid options available for postsecondary education and training.
- Offer opportunities to earn postsecondary credit while still in high school through college-level coursework, such as dual enrollment, advanced placement courses, or other postsecondary learning opportunities.
- Provide career-related experiences or competencies such as organized internships or mentorships; project- or problem-based learning; real-world challenges developed in consultation with employers or service organizations; and structured work-based learning opportunities.

- Strategically use learning time in more meaningful ways, which could include effective application of technology, redesigning school calendars, and competency-based progression.
- Provide evidence-based professional development to deepen educators' skills, support collaboration and expand a comprehensive system of student support.

Redesigned high schools will move away from the traditional notion of seat time and focus instead on the knowledge and skills needed to successfully transition from high school to college and careers. Changes to the current high school structure and experience will require collaboration and contributions from a number of partners from both the public and private sectors, including institutions of higher education, non-profits, business and industry.

The High School Redesign initiative would support competitive grants to local educational agencies (LEAs) in partnership with institutions of higher education and other entities, such as non-profits, community-based organizations, government agencies, and business or industry-related organizations to help schools apply academic concepts to real world challenges. Partnerships and projects will connect high school experiences with relevant business, community, and postsecondary partners in science, technology, engineering and math (STEM) fields, while enhancing for students living in high poverty and rural communities. Special consideration will be given to partnerships with employers that provide students at participating schools with career-related experiences or help students attain career-related credentials.

Several transformative high school designs incorporate innovative approaches to teaching and learning that lead to higher academic outcomes, greater student engagement, and future student success:

Manor New Tech High School: President Obama recently visited Manor New Tech High School outside of Austin, Texas. Manor New Tech High School is part of the New Tech Network, a network of 100 schools across 18 states that embrace nontraditional approaches to deliver positive outcomes for students using project-based and student-centered, inquiry-based learning as guiding principles. New Tech schools focus on STEM instruction and incorporate technology as a central element to teaching and learning, providing every student access to a computer and network to encourage collaborative learning. Student learning is assessed based on the mastery of academic content along with progress towards achieving skills such as critical thinking, problem solving, communications, and creativity. Evaluations and digital portfolios allow a comprehensive understanding of students' accomplishments and provide parents and teachers guidance on how to individualize each student's academic program.

Characteristically rooted in rich partnerships with higher education, businesses, local technology companies, and the community, Manor New Tech was founded in collaboration with the Texas High School Project, the Texas Governor's Office, and Samsung Semi-Conductor and a \$4 million through a Texas STEM grant program. These assets provide support opportunities for students at Manor New Tech schools to earn college credit, to visit laboratories and workplaces, and to engage in mentorships with businesses and community leaders. Today, 84 percent of graduates are enrolled in college—56 percent of students are first in their family to attend college.

Pathways in Technology Early College High School (P-TECH): The Pathways in Technology Early College High School, a Brooklyn-based middle and high school, was established in 2011 as a partnership between IBM, the New York City Schools, and the City University of New York's College of Technology. In 2017, the school will graduate its first class of students who—over six years of STEM study and training—earn a joint high school diploma and associate's degree in computer information systems and electromechanical engineering technology. P-TECH's rigorous course of academic study was co-designed with IBM, and the company has invested \$500,000 to provide software support and mentoring and internship opportunities for every P-TECH student with IBM and CUNY mentor.

Reynoldsburg High School in Reynoldsburg, Ohio, hosts four interest-based "academies" that provide hands-on learning experiences in highly personalized environments that are aligned with students' interests. Reynoldsburg recently redesigned the high school to enable greater student choice among the

BELL Academy (Business, Education, Law and Leadership); the Health Science Academy; the eSTEM (Environmental Science, Technology, Engineering and Math) Academy; and the Encore (Art, Communication and Design) Academy. Mastery learning ensures students gain essential knowledge and skills and advance through personalized learning pathways. Strong partnerships with local universities, health providers, local and state government agencies and businesses enhance student learning and expand enriching opportunities. A key component to Reynoldsburg's personalized approach is offering students and parents choices among these specialized instructional models, while maintaining equitable access to the district's programs.

The High Tech High network of schools is an outgrowth of a highly successful school developed in 2000 in San Diego, Calif., through a partnership with civic and business leaders, including Qualcomm and the Business Roundtable. The schools employ small school sizes, openness of the physical facility, personalization through advisory, an emphasis on integrated, project-based learning and student exhibitions, and a requirement that all students complete internships and other field-work in the community. High Tech High incorporates four core approaches to their model, including: (1) personalization, through which teachers encourage students to explore their personal interests in core academic areas and to maintain a digital, on-line portfolio of their work; (2) adult-world connections, including semester-long academic internships and shadowing opportunities; (3) rigorous curriculum for all students; and (4) team teaching and planning to develop projects and schedules for every 5-70 students. Students outperform their peers in other San Diego schools on the California academic assessments, with high rates of participation in advanced STEM courses, including physics, chemistry and advanced mathematics.

Loving High School is located in a rural area of New Mexico, and between 2004 and 2009, the school boasted an average college attendance rate of 60 percent—almost double the national average among rural schools. Loving High School offers dual-credit courses (75 percent of students take advantage of this opportunity) and has gained national notice for its programs in career and technical education. The school specializes in architecture and construction and—through private and state grants—students are given hand-on experience in building a home. The school also collaborates with nearby schools via videoconferencing—another solution to the challenge of isolation that many rural schools face.

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Book Review

Parents and Professionals Partnering for Children with Disabilities : A Dance that Matters

By: Grace Taylor

Abstract

The book, “Parents and Professionals Partnering for Children with Disabilities: A Dance That Matters” provides readers with guidance on how to successfully build partnerships between parents of children with disabilities and Special Education professionals. The authors creatively convey their message of collaboration by using a dance metaphor and other literary techniques throughout the book. Parents, students, and professionals will find the book useful as it offers input from the perspectives of parents and professionals. The book also serves as a workbook with reflective exercises at the end of each chapter and provides readers with additional outside resources.

Book Review

This review is based on the book, “Parents and Professionals Partnering for Children with Disabilities: A Dance That Matters” by Janice M. Fialka, Arlene K. Feldman, and Karen C. Mikus. I will begin the review with a brief summary of the book and explain its main purpose. Throughout the review I will discuss the benefits for parents and Special Education professionals will gain from reading this book. In addition, I will explain and provide examples of how the authors were successfully able to convey their message of partnership by using a dance metaphor and other literary techniques.

The purpose of this book is to provide parents of children with disabilities and Special Education professionals (teachers, counselors, social workers, administrators, staff; etc.) a valuable resource on how to build successful partnerships between the two groups. In order to convey their message of teamwork and collaboration the authors use the metaphor of dancing to break down the partnership process. Throughout the book the authors also offer perspectives from the parents’ viewpoints and the professionals’ viewpoints during various steps of the Individualized Educational Planning (IEP) process, while offering suggestions for both sides. After every section and at the end of every chapter the authors provide the readers with opportunities to reflect, review, and provide them with additional outside resources.

The book offers an informal, friendly guide for parents and professionals to form partnerships. The authors use the dance metaphor to offer step-by-step instructions for successful collaboration. For instance, the authors describe the phases of the “partnership dance,” such as colliding and campaigning, cooperating and compromising, creative partnering and collaborating. They paint a picture of the two groups nervously stumbling on the dance floor as they attempt to move past these awkward stages to a smoother partnership.

Both professionals and parents can relate to the feelings of nervousness when beginning to work with a new team and the dance metaphor appears to offer an understanding perspective.

In addition to the dance metaphor, the authors use various literary forms of expression to convey the importance of patience and understanding when collaborating. For example, after describing each phase of the “partnership dance” there are vignettes or stories of children who will be beginning or continuing their journey through the IEP process, beginning school, or moving to a new school. The stories begin from the perspective of the parent – describing his or her fears, anxieties, frustrations throughout the different stages and interactions with school personnel. Not only are these stories told from a parent’s point of view, but the book also uses the professional’s point of view to provide the reader with all perspectives and feelings involved in the planning process. The main point the authors make by using

these stories is that both parents and professionals share similar emotions and frustrations; they just want to be understood by each other and to work together for the common goal of helping the students.

As well as providing examples of the planning process, one of the authors, Janice M. Fialka, offers a personal touch to the book by occasionally sharing her own experience as her son, Micah, has special needs. She shares a poem and another personal story towards the end the book which gives readers a chance to really see the struggles parents of children with disabilities may experience.

The book also acts as a handbook by providing “reflection” boxes at the end of every section asking readers to answer short questions. For example, one box asks the reader to write down three feelings parents are experiencing and three experiences that the parents are experience at the end of a story and offer potential solutions. Another question box asks the reader to write down one thing he or she remembers from the chapter. These boxes are great tools for the readers to review the lessons of the chapter, think about two sides of a situation (parent versus professional), and critically think of solutions.

“Parents and Professional for Partnering for Children with Disabilities: A Dance That Matters,” uses creative and personable writing to help parents with children disabilities and professionals work together as a team. The authors provide readers with helpful tips, step-by-step guidance, personal testimonies, and several outside resources. Overall, the book offers a hopeful message and gives parents and professionals the tools they need for successful partnerships.

References

Fialk, J. M., Feldman, A. K., & Mikus, K. C. (2012). Parents and professionals partnering for children with disabilities. (pp. 1-176). Thousand Oaks, California: Corwin.

Special Education Resources

Center on Transition to Employment’s Archived Webinars on Promising Practices in Transition and on The Personnel Factor

Archived Webinar

<http://tinyurl.com/ny9gmk5>

The Center on Transition to Employment, administered by TransCen, Inc. and Virginia Commonwealth University, has archived two recent webinars. “Promising Practices in Transition for Predominantly Minority Youth: Results of Multi-Year, Multi-Site Study” examined personal and contextual factors contributing to employment for predominantly minority youth with high incidence disabilities. Presenters discussed the essential elements (what and why) of successful

transition programs and interventions derived from this study and discussed strategies for replication and innovation of promising practices and interventions. “The Personnel Factor” was an informational webinar on new research into the characteristics of employment specialists and their implications for successful transition to paid jobs for transition-age youth. It discussed the four personal attributes that emerged from this study, and implications for recruitment, hiring, training and advancing effective employment specialists.

Diplomas at Risk: A Critical Look at the High School Graduation Rate

Report

<http://www.ncld.org/disability-advocacy/where-we-stand-policies/diplomas-at-risk>

“Diplomas at Risk: A Critical Look at the High School Graduation Rate,” a report from the National Center for Learning Disabilities finds that of the 2.2 million American students with Specific Learning Disabilities (SLD), only 68% graduate with a regular high school diploma. Many schools make decisions as early as elementary school that take students off-track. The report includes a number of recommendations to reverse this trend.

Diplomas Count: Second Chances: Turning Dropouts Into Graduates

Report

<http://www.edweek.org/ew/toc/2013/06/06/>

The annual “Diplomas Count” report from Education Week and the Editorial Projects in Education Research Center finds that the national high school graduation rate reached 74.7% for the Class of 2010, the highest since 1973, and an increase of 7.9 percentage points since 2000. This year’s report, “Second Chances: Turning Dropouts Into Graduates,” projects that although more than 1 million students will fail to graduate from high school this year, there are 96,000 fewer dropouts compared to last year.

Eight Steps to Better IEP Meetings

Article

<http://www.wrightslaw.com/advoc/articles/iep.bollero.hearts.htm>

“Eight Steps to Better IEP Meetings: Play Hearts Not Poker” is an article on tips for advocating for the best opportunities for their child in Individualized Education Plan (IEP) meetings by strategies including joining and sustaining relationships, focusing on the child’s needs, not the district’s resources or parents’ expectations, providing “face-saving” solutions to disagreements, keeping records of data to support plans, getting to know the school and educators; listening actively, and encouraging help from others.

Grad Nation Community Guidebook

Guidebook

<http://tinyurl.com/mwk8bdm>

America’s Promise has released the updated “Grad Nation Community Guidebook,” a research-based toolkit for communities working to raise graduation rates and better support children and youth from birth through college.

Grad Nation Community Guidebook

Toolkit

<http://tinyurl.com/kvsgxfz>

America’s Promise Alliance has released the updated Grad Nation Community Guidebook (Community Guidebook), a research-based toolkit for communities working to raise graduation

rates and better support children and youth from birth through college. Created in collaboration with Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University, the online Community Guidebook offers approaches and tools that all communities can incorporate at any stage in their work.

Impact: Feature Issue on Educating K-12 English Language Learners with Disabilities

Theme Issue

<http://ici.umn.edu/products/impact/261/>

The Institute on Community Integration’s “Impact: Feature Issue on Educating K-12 English Language Learners with Disabilities” is available online and in print. English language learners with disabilities are a growing part of the K-12 school population in the U.S. The available knowledge on how to effectively educate these students and measure their progress is small but increasing. Many educators and families have pressing questions, and this “Impact” offers responses to some of those questions from people around the country who are helping schools meet the needs of this growing student population.

Moving On: Federal Programs for Transition-Age Youth with Serious Mental Health Conditions

Report

http://www.bazelon.org/LinkClick.aspx?fileticket=8Vesx_bWHBA%3d&tabid=104

“Moving On: Federal Programs for Transition-Age Youth with Serious Mental Health Conditions” is an analysis, from the Bazelon Center for Mental Health Law, of 57 federal programs offering resources to assist youth with serious mental health conditions in making the transition from childhood-and often, foster care-to independence. Available in pdf (464 KB, 34 pp).

NCES Releases Report on The Condition of Education 2013

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013037>

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics has released “The Condition of Education 2013.” This report summarizes important developments and trends in education using the latest available data and includes findings on the demographics of American schools, U.S. resources for schooling, and outcomes associated with education. The report presents 42 indicators on the status and condition of education, in addition to Spotlights that look more closely at four issues of current interest.

NCWD/Youth Webinar on Individualized Learning Plans Available Online

Archived Webinar

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

On May 16, 2013, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) and the Institute for Educational Leadership hosted a webinar on the findings from NCWD/Youth’s longitudinal research and demonstration project to determine whether and how Individualized Learning Plans (ILPs) are a promising strategy for developing college and career readiness. Presenters also recommended actions for educational leaders at the state and local levels interested in successful transitions of youth from adolescence to adulthood and shared lessons on implementing ILPs statewide for all students.

Office of Juvenile Justice and Delinquency Prevention Offers New Data on Juvenile Justice Report

http://ojjdp.gov/ojstatbb/structure_process/faqs.asp

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has released the first in a series of national overviews that describe where states stand on a variety of juvenile justice issues, including how they classify status offenses, extended age of jurisdiction, and administration of community supervision and aftercare services. The overviews are available via the Juvenile Justice System, Structure, and Process section of the FAQ section of OJJDP's Statistical Briefing Book (in the questions marked "New"). The Statistical Briefing Book provides timely and reliable answers to questions OJJDP most frequently receives from media, policymakers, and the general public.

Promise for the Future: How Federal Programs Can Improve Career Outcomes for Youth & Young Adults with Serious Mental Health Conditions

Policy Report

<http://labs.umassmed.edu/transitionsRTC/Resources/publications/promiseforthefuture.pdf>

"Promise for the Future: How Federal Programs Can Improve Career Outcomes for Youth & Young Adults with Serious Mental Health Conditions" examines various federal programs that can provide assistance in meeting the educational, vocational, and basic supports needs of youth and young adults (ages 16-30) with serious mental health conditions (SMHCs). Available in pdf (1.0 MB, 33 pp).

Reforming Juvenile Justice: A Developmental Approach Report

<http://tinyurl.com/mvcyl72>

National Academies Press has published "Reforming Juvenile Justice: A Developmental Approach," the report resulting when the Office of Juvenile Justice and Delinquency Prevention (OJJDP) asked the National Research Council to convene a committee to conduct a study of juvenile justice reform. The goal of "Reforming Juvenile Justice: A Developmental Approach" was to review recent advances in behavioral and neuroscience research and draw out the implications of this knowledge for juvenile justice reform, to assess the new generation of reform activities occurring in the United States, and to assess the performance of OJJDP in carrying out its statutory mission as well as its potential role in supporting scientifically based reform efforts.

The Road to Equity: Expanding Advanced Placement Access and Success for African-American Students

Report

<http://broadeducation.org/img/roadtoequity.pdf>

"The Road to Equity: Expanding Advanced Placement (AP) Access and Success for African-American Students," a report from the Eli and Edythe Broad Foundation, finds that urban school districts can improve the performance of African-American students on the College Board's AP exams by offering a rigorous curriculum beginning in elementary school, expanding access to gifted-and-talented programs, and recruiting students with high PSAT and EXPLORE scores to enroll in AP courses. Available in pdf (1.45 MB, 15 pp).

Think College Two New Insight Briefs

Insight Briefs

<http://www.thinkcollege.net/publications/insight-briefs>

Two new insight briefs on inclusive postsecondary education, by Think College, are available online. “Establishing Inclusive Postsecondary Education Opportunities: Tips for Effective Communication” discusses the best way, now that many colleges are offering opportunities for students with intellectual disabilities to take classes and participate in the campus community, to talk to college administrators, faculty, and staff about starting such initiatives, with tips on getting an inclusive postsecondary educational initiative started. “A Dual Enrollment Postsecondary Education Program for Students with Intellectual Disabilities: Winthrop Transition to College” discusses the Winthrop University Transition to College (WTC) program. The WTC program typically serves 8-10 high school students from two local school districts. It is an extension of the special education services offered in each district as a placement for community-based instruction (CBI).

Think College: Profiles and Promising Practices in Higher Education for Students with Intellectual Disability

Report

<http://www.thinkcollege.net/publications/program-profiles>

Think College’s “Profiles and Promising Practices in Higher Education for Students with Intellectual Disability” is a monograph based on Think College staffs’ visits to five postsecondary education (PSE) programs, to report on the details and nuances of PSE programs serving students with intellectual disabilities. While national data derived from surveys or broad-scale evaluation efforts offer a “big picture” of what higher education is offering these students, detailed local data can give a better sense of what is really happening on the ground. The monograph describes the background and structure of these PSE programs, and identifies promising practices having a positive effect on student outcomes. Identifying these innovative/emerging practices can serve as a springboard to promote further policy, program, and resource development in order to expand postsecondary education opportunities and options for individuals with intellectual disability.

Using Data for College and Career Readiness

Report

http://www.betterhighschools.org/docs/NCEA_CollegeCareerReadiness.pdf

“Using the Right Data to Determine if High School Interventions Are Working to Prepare Students for College and Careers,” from The National High School Center, is a report designed to guide educators in collecting and analyzing student achievement data that can help determine if and how high school interventions for underprepared students are effectively preparing them for college and careers.

It reports on research on the relationship between students’ eighth-grade academic preparation gaps and their likelihood of meeting college and career readiness targets, and describes the datasets that states and school districts should create to be able to assess the benefits of interventions for students at different prior achievement levels; and concludes with guidance for school districts and high schools in using this information. Available in pdf (346 KB, 13 pp).

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Update from the National Dissemination Center for Children with Disabilities

RESOURCES FROM NICHCY!



Camps for children with special needs.

Consult NICHCY's 2013 Summer Camps fact sheet and connect with camps and other summer opportunities for young people with disabilities.

<http://nichcy.org/publications/camps>

Catch up on the Common Core.

You've probably heard a lot about this new initiative in education called the Common Core State Standards (CCSS). What's it all about? How does it relate to you as an educator, administrator, or parent? How does it apply to students, especially those with disabilities? This resource page will help you find answers to questions such as these.

<http://nichcy.org/schools-administrators/commoncore>

RESOURCES FROM OUR FRIENDS AT IDEA PARTNERSHIP



The Learning Port.

Brought to you by the IDEA Partnership, the Learning Port is a fabulous national online library of professional development resources. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs.

<http://www.learningport.us/>



IT ALL STARTS IN FAMILIES AND COMMUNITIES

Adaptive sports.

This mom shares with you 12 Important Things to Remember About Adaptive Sports for Children with Disabilities, based on her experiences in finding an adaptive sports team for her son with disabilities.

<http://tinyurl.com/csg5lv6>

Video in Spanish on assistive technology.

The Family Center on Technology and Disability has released its first Spanish language video in the series *AT in Action*. Meet Marta, the mother of Isabel, a young girl with fine motor and learning disabilities. The video introduces viewers to assistive technology and takes them through an IEP meeting during which AT is considered. The video is captioned in both Spanish and English and is "described" as well.

<http://www.youtube.com/user/FCTDvideo?feature=watch>

Digital tools for kids with special needs.

Children can benefit enormously from the types of learning experiences that engage them on a variety of levels such as seeing, hearing, speaking, singing, and movement. Reading Rockets shares best practices in using educational technology and media in the classroom and at home.

<http://www.readingrockets.org/blog/54156/>

Travel and recreation for people with disabilities.

If you'd like to travel this summer and disability is a consideration, check out this website of

useful resources for travel planning, destinations, transportation, air travel, travel books, and travel companions.

<http://www.makoa.org/travel.htm>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Brain science of early childhood.

The neuroscientific research on the early brain is one of the most compelling bodies of evidence for investing in young children. Here's a range of tools (PowerPoint, videos, and one-page information briefs) to help non-scientists present information on early brain development and the importance of investing in early childhood programs.

<http://www.readynation.org/brainscience/>

Early literacy activities-in multiple languages!

Washington Learning Systems' On the Go early literacy sheets are available at no cost in English, Spanish, Vietnamese, Mandarin, Somali, Burmese, and Russian. The materials give parents ideas for activities to promote early language and literacy development in children with and without disabilities. Free registration is required to download the materials.

<http://www.wlearning.com/resources/on-the-go/>

Staff training and development.

Looking for resources you can use for professional development in early childhood and early intervention? Here they are!

<http://nichcy.org/earlyinterventionists/stafftraining>



SCHOOLS, K-12

Top 10 resources on speech, language, and hearing.

Early language, listening, and speaking are very important to literacy development. If you suspect that your child or a student is struggling with speech, language, and/or hearing problems, learn more about testing and assessment, accommodations, and additional professional help. You'll also find tips on reading aloud with children who have speech and language problems or who are deaf or hard of hearing.

<http://www.readingrockets.org/article/43079/>

Federal programs for transition-age youth with serious mental health conditions.

Moving On is an analysis of 57 federal programs offering resources to assist youth with serious mental health conditions in making the transition from childhood-and often, foster care-to independence. From the Bazelon Center for Mental Health Law.

http://www.bazelon.org/LinkClick.aspx?fileticket=8Vesx_bWHBA%3d&tabid=104

Reading: 50 useful apps for students with reading disabilities.

<http://tinyurl.com/8w6wadx>

Teachers-the 25 best Pinterest boards in EdTech.

Pinterest is rapidly becoming a favorite tool of educators all over the nation, and many have amassed great collections of edtech-related pins that teachers and students alike can use to explore new ways to learn, share, teach, and grow.

<http://www.onlineuniversities.com/blog/2012/09/the-25-best-pinterest-boards-edtech/>

Work experiences and internships for youth.

Teens with disabilities-do you want to build work experience while learning about careers you're interested in? Expand and explore your professional network? Earn money or school credit while you work? If so, *Participating in Internships and Work-Based Experiences* is a tipsheet that'll help.

<http://www.ncwd-youth.info/tip-sheet/internships-and-work-based-experiences>



STATE & SYSTEM TOOLS

Social and emotional learning programs: Which work?

The 2013 publication of the Collaborative for Academic, Social, and Emotional Learning identifies well-designed, evidence-based social and emotional learning programs for the pre-K and elementary grades.

<http://getreadytoread.org/news/136-new-guide-social-emotional-learning-programs>

Recruiting and retaining special educators.

The summer months may be a good time to peruse the latest and greatest resources on how to hire and keep qualified special educators (and general educators, too).

<http://nichcy.org/schools-administrators/recruiting>

Planning for effective staff development.

Connect with research-based guidance on effective staff development practices, coaching and mentoring, professional learning communities, training for paraprofessionals, and professional development resources on specific topics such as autism, assistive technology, reading, and technology in the classroom.

<http://nichcy.org/schools-administrators/staffdevelopment>

Professional development to improve accommodations decisions.

This resource from the National Center on Educational Outcomes reviews the characteristics of high-quality online accommodations training and summarizes the research literature for both professional development on accommodations decision-making and traditional and high-quality online teacher professional development.

<http://www.cehd.umn.edu/NCEO/onlinepubs/Synthesis84/SynthesisReport84.pdf>

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NASET Sponsor - Drexel University Online



To learn more click on the image above or - [Click here](#)

Latest Employment Opportunities Posted on NASET

Education Specialist

Darien, Connecticut [\[more\]](#)

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

Ann McCarthy, Managing Director
203-202-7654 ext. 112
ann.mccarthy@southfieldcenter.com

Special Ed. Teacher

Long Island City, NY [\[more\]](#)

Job Category: Education/Teaching

Description

- Review and comply with the guidelines of students' IEP's.
- Create rigorous and engaging lesson plans in both detailed long-term and daily lesson plans that follow curriculum maps.
- Set clear short-term and long-term goals to drive instruction.
- Access resources of the VOICE community; pro-actively seek assistance or advice when faced with challenging teaching situations.
- Infuse school values into daily lessons.
- Coordinate all instructional planning and activities with grade-level teachers, coaches, and push-in and pull-out teachers.
- Uphold all school policies within the classroom.
- Maintain a productive, safe, focused and disciplined learning environment.

- Create, administer, and analyze meaningful and frequent assessments from which re-teaching is then planned.
- Provide necessary differentiation, accommodations and modifications for growth and success of all students.
- Effectively teach English (as a content area including grammar, literature, phonics, reading comprehension, spelling, and oral and written communication skills), mathematics, science, physical education, health, social studies, and art.
- Maintain rich classroom environment including classroom library, teaching points, process charts, and publication of student work.
- Go above and beyond to ensure all students are meeting appropriate standards.
- Keep parents well-informed of student performance and progress.
- Model strong written and verbal skills of students I.E.P.s
- Follow IDEA reporting requirements, including providing information about student performance and services received.
- Maintain records and ensure their confidentiality.

Requirements:

- A Bachelor's degree
- NYS teaching certification and qualify as "highly qualified" under No Child Left Behind
- Special Education certification
- Pass criminal background check
- Computer literate, able to use Microsoft Office, including Word and Excel, and access and load documents onto the VOICE shared drive; prompt with e-mail communication.

Though not required, the following experience will enhance applications:

- Master's degree
- Content area knowledge
- At least two years of full-time teaching experience in an urban school
- Leadership experience
- Ability to teach enrichment classes (e.g. music, dance, sports, art)
- Counseling or social work experience in a work or volunteer capacity
- Multilingual

- Experience in working with high needs students

Benefits:

The school offers a competitive salary and benefits package.

Contact:

All applications must be submitted via e-mail (voiceemployment@gmail.com). We are not able to respond to any mailed or faxed applications or phone calls regarding employment.

An application must include an updated professional resume and a letter that is specific to VOICE Charter School. The letter should reflect genuine interest in and familiarity with our school, mission, goals, population of students, etc (please visit our website for information about our school, www.voicecharterschool.org).

Please also note the following:

- 1) The full VOICE-specific cover letter must within the text of the e-mail.
- 2) Try not to exceed 300 words with the letter.
- 3) An updated professional resume/CV must be attached.
- 4) Please include your last name & position in the subject line (ie, "Smith: Assistant" or "Jones: Sp Ed").

Again, due to the large number of applicants, we are not able to respond to mailed or faxed applications or phone calls regarding employment. We will only review e-mailed materials.

Master Middle School Teachers - \$125,000 Salary

New York, NY [\[more\]](#)

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 <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, 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>

Director of Learning Services

The Archer School for Girls - Los Angeles, CA[\[more\]](#)

Job Category: Learning Services

The Archer School for Girls is an educational community that supports and challenges young women to discover their passions and realize their true potential.

- We provide a rigorous, integrated college preparatory curriculum that fosters critical thinking and intellectual curiosity.
- We create and sustain a collaborative teaching and learning environment that explores and refines the ways girls learn best.
- We help girls to become leaders and life-long learners, strengthening their capacity to contribute positively to their communities.
- We strengthen girls' voices in a diverse and culturally rich environment.
- We embrace possibility, promote challenge-seeking and support risk-taking.
- We encourage girls to develop meaningful relationships with peers and faculty rooted in honesty, respect and responsibility.
- We graduate courageous, committed and ethical young women who take responsibility for their own physical, financial and emotional well-being.

Archer has an opening, starting in August 2013, for a Director of Learning Services to support students in Grades 6-12 who have documented learning differences. The Director of Learning Services collaborates with faculty on effective teaching strategies and differentiated instruction in the classroom.

Responsibilities include serving as a key liaison between students, teachers, parents, tutors, educational therapists, and administrators for team collaborations, diagnoses, and practical solutions for success, writing up preliminary assessments for students who are recommended for testing, and creating and updating Individualized Education Programs for students with documented learning differences. This position entails regular student observations, leading SST meetings, offering individual student support, and potentially teaching a class. The Director of Learning Services makes frequent calls to parents to facilitate communication and foster healthy school connections and meets daily with administrators and other school counselors.

Candidates should have a minimum of 5-7 years of experience as an educational therapist, a MA degree and prior experience working in independent schools. The ideal candidate has a strong educational background, exemplary counseling and teaching skills, a desire for ongoing professional development, and a passion for supporting young people in an ambitious learning environment. Candidates should also have demonstrated expertise in student-centered, collaborative, and inquiry-based teaching methodologies. The ideal person for this position has a desire to collaborate with colleagues, the flexibility to work with multiple grade levels and adults, and a track record as a proactive leader. Also essential are superior interpersonal skills; excellent organizational, time management, oral and written communication skills; the ability to set priorities while maintaining flexibility; attention to detail and accuracy; and a good sense of humor and enthusiasm for a high-energy work environment.

Responsibilities include supporting teachers with final exams and general test taking, handling paperwork and filing requirements of College Board and ACT for students with disabilities, and administering AP Exams, Readiness Tests, and SATs for students who get extended time. The Director of Learning Services should be prepared to consult with local professionals and educational consulting services to secure resources for Archer students, create a resource list for parents who are looking for outside support, and work with the School Counselor to support students from the counseling office.

Excellent benefits, retirement, vacation, holiday pay and professional development.

Resumes should be sent by email to Human Resources at hr@archer.org. No phone calls, please. More information on Archer can be found at www.archer.org.

Special Education Teacher

Washington, DC[\[more\]](#)

Job Category: 2013-14 School Year

Our students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming and improving educational outcomes for our students.

DCPS has a significant special education population across over more than 100 schools, and we aim to be recognized as a leader in urban special education. We are determined to do whatever it takes to ensure that students with disabilities become successful adults.

As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities

- Develop and implement curricula to meet academic standards for students with special needs

- Develop, review, and revise Individual Education Programs (IEPs) for students with special needs when necessary
- Meet with IEP Teams at least once a year to discuss student progress and IEP revisions
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students
- Work across a grade-team or content area with general education teachers to meet the needs of all students
- Be accountable for students' academic growth and increase each individual student's achievement
- Design and implement assessments that measure progress towards academic standards and diagnose areas of student misunderstanding
- Use assessment data to refine curriculum and inform instructional practices
- Create a positive, achievement-oriented learning environment
- Reflect on successes and areas of growth as a teacher, seek to improve performance, and respond to feedback
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions
- Invest parents and families in their children's academic success through regular communication
- Perform other related duties as assigned

Qualifications

- Bachelor's degree
- Possesses or is eligible for a valid District of Columbia Teaching License in Special Education (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at <http://osse.dc.gov/service/teacher-licensure>)
- Experience working with students with learning and emotional disabilities
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Meets Highly Qualified status as defined by the NCLB mandates
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback

Personal Qualities of Top Candidates

- Commitment to Equity: Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- Leadership: Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.

- **Focus on Data-Driven Results:** Relentlessly pursues the mastery of instruction based on student performance, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.

How to apply

To apply, visit our website at www.joindepublicschools.com, and complete our online application.

Questions

If you have any questions, please email us at dcpscared@dc.gov, or call us at (202) 299-2145.

View or Download a brochure about this position - [Click here](#)

Stay Informed!

Follow us on Twitter at @DCPSJobs, or become a fan of DCPS Jobs on Facebook.

Criminal Background Check

In accordance with the Criminal Background Checks for the Protection of Children Act of 2004, this position has been designated and identified as one which requires a criminal background check and/or traffic record check. If you are tentatively selected for the position, a criminal background check will be conducted. A final offer of employment is contingent upon the receipt of a satisfactory criminal background check.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation,

gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action. Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees should contact:

Equal Employment Opportunity Specialist
Office of Labor Management & Employee Relations
District of Columbia Public Schools
1200 First St, NE, 10th Floor, Washington, DC 20002
(202) 442-5424

Vocational Trainer

Southern New Jersey/Philadelphia[\[more\]](#)

Job Category: Vocational Trainer of young adults with developmental and intellectual disabilities

Description:

Ken's Krew, Inc. is a nonprofit agency that places and trains young adults with developmental and intellectual disabilities (DD/ID) in competitive employment. We currently operate from Long Island, NY to Baltimore, MD. Through our partnership with a variety of companies, including the largest home improvement retailer in the U.S. and the largest retail drugstore chain in the U.S., Ken's Krew has been able to support the employment and independence goals of over 280 individuals with ID/DD in the 15 years since its inception.

We are seeking a motivated, energetic professional, former special ed teacher or similar, to join us as a part-time vocational trainer. This person must be comfortable working independently, although with the support and collaboration of everyone in the organization.

The position is for coverage of the Southern New Jersey to Philadelphia area.

Responsibilities include working with the managers at the stores in which we already operate to obtain more positions; networking with state agencies, school programs, parent groups and community affairs to find appropriate candidates; assessing applicants' suitability for available positions, including assessing all information in our Application Package for new applicants, interviewing the applicants and their parents/legal guardians, obtaining IEPs (Individualized Education Program) and completing an in store

assessment, communicating with store managers and associates to ensure that there is a successful match between the needs of the store and needs of the individuals we serve; working side by side at the job site to train the successful candidates to work independently. Our training is generally 4 hours per session 3 days per week over a 6 week period; providing ongoing support to individuals currently in the program by regular spot checks at their jobs; documenting services provided; conducting our ongoing social/education program for those in the program. The Krew meetings are held in local areas 7 times per year for approximately 2 hours per session; cultivating relationships with store managers and Human Resources staff of our partner corporations to open more stores to our participants.

The position will be for approx. 15 - 20 hours per week initially. We estimate that there is the potential for either full-time work or, once established, another part-time staff member would be hired to be under your supervision.

The organization was founded and is still run by parents of children with special needs. The staff is very dedicated to the population we serve and provide advice and support to each other whenever needed. This dedication to our population is a fundamental requirement for anyone coming into the organization.

Requirements:

Dedication to special needs population is a must.
Applicant must have own car.

Benefits:

Compensation is extremely competitive.
Travel expenses are reimbursed.
No benefits are provided to part-time staff.

Contact:

Karen LaPera
klapera@kenskrew.org

Website: www.kenskrew.org

Special Education Teacher

Alexandria and Fredericksburg, VA[\[more\]](#)

Job Category: 12 month, Full-time Contract

Description

Employee's 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, manipulative, 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 student's 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 student's progress
- Collect data based on each student's functional assessment and IEP
- Provide input in the development of each student's Behavior Intervention Plan

Requirements

- Bachelor's Degree required, Master's Degree preferred or 30 credits accrued towards Master's degree in education or a related field from an accredited university
- Collegiate level or Post-Graduate level preferred. Provisional required.

- 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.

Physical Requirements

While performing the duties of this job, the employee is regularly required to walk; stand; sit; run; 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 must be able to provide physical crisis management and will occasionally lift and/or move 50 pounds or more with or without assistance.

Salary/Benefits

APTS offers a competitive salary. APTS offers 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!!!

Contact

Chelsea Alves

Human Resources

703.766.8708 x112

703.504.2893 fax

calves@aptsprograms.org

Master Educator

District of Columbia Public Schools[\[more\]](#)

Job Category: Master Teacher

Position Overview

We are looking for highly motivated and skilled talent 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, principals, teachers, and central office employees.

The DCPS Office of Human Capital establishes and implements the strategic priorities for the recruitment, selection, evaluation, development, and retention of outstanding employees across DCPS, including school-based leaders, educators and administrators, and central office staff members. The Office of Human Capital consists of four divisions focused on Principal Effectiveness, Teacher Effectiveness, Central Office Effectiveness, and Human Resources.

The Division of Teacher Effectiveness works to ensure that a highly effective teacher is in every DCPS classroom. Comprised of two teams – Teacher Effectiveness Strategy and IMPACT – this division is on the cutting edge of the national education policy landscape, looking at teacher and school-based staff quality across our schools.

As part of the IMPACT team, Master Educators work to operationalize the IMPACT performance assessment system by evaluating the instructional performance of teachers in the district. Master Educators have three primary responsibilities: 1) to serve as impartial, third-party evaluators of teacher performance, 2) to provide teachers with targeted, content-specific feedback and resources and 3) to provide instructional capacity to support DCPS reform initiatives.

DCPS is currently hiring for master educators for the 2013-2014 school year in the following content areas:

- Dual Languages/Bilingual Education
- Early Childhood Education
- Elementary (Grades 1-6)
- English as a Second Language
- Secondary Math
- Secondary Social Studies
- Special Education
- World Languages

Responsibilities

Specific responsibilities of the master educator role include, but are not limited to the following:

TEACHER OBSERVATIONS

- Evaluating teacher practice through classroom observations. Each master educator will complete approximately 100 30-minute observations per observation cycle (2 observation cycles per academic year).
- Maintaining detailed observational records, thoroughly documenting and rating evidence from each observation.

- Writing detailed reports to accompany each observation. Reports will include explanations of the teacher's ratings, evidence, and suggestions for growth.
- Conducting one-on-one post-observation conferences with all observed teachers which allow opportunity to dialogue about specific areas of development.

INSTRUCTIONAL CAPACITY

- Providing targeted professional development to teachers by providing clear and direct feedback, leading content-specific professional development workshops, and connecting teachers with professional development resources.
- Collaborating with other DCPS departments to further support implementation of the DCPS academic plan, including curricular and professional development design.
- Collaborating with other members of the Teacher Effectiveness team to reach programmatic goals, including school outreach and master educator recruitment and selection efforts.
- Attending meetings and on-going trainings as required.
- Performing other duties as assigned.

Qualifications

- At least 5 years of teaching experience in a low-income school;
- Documented evidence of success raising student achievement in a low-income school;
- Exceptional writing and oral communication skills;
- The ability to work effectively with others at all levels of an organization and to consistently display a high level of professionalism in all interactions;
- An ability to critically assess challenges and identify appropriate solutions;
- Strong organizational skills, including keen attention to detail and the ability to adhere to strict deadlines;
- Excellent time-management and a willingness to work non-standard hours;
- Ability to work in ambiguous situations, while maintaining a sense of possibility;
- Previous experience developing and providing support and training to other educators (preferred);
- Knowledge of adult learner theory (preferred);
- Comfort working with Microsoft Office suite (preferred).

Compensation/Other Information

The Master Educator is a DCPS employee who primarily works in the field, conducting observations of, and conferencing with, teachers across the District of Columbia Public Schools system. The position therefore requires significant travel within the city. Master Educators will also work as 12-month employees of DC Public Schools.

The starting salary for the Master Educator role is \$90,000. In addition, Master Educators receive a comprehensive benefits package through the Council of School Officers union, which includes health, dental, and vision benefits.

How to Apply

In order to submit your application, please visit our website -<http://dcps.force.com>. Only applications received online will be considered for the position.

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Upcoming Conferences, Workshops and Events 2013

July

The Use of Individualized Learning Plans to Help Students to be College and Career Ready

Web-based Event

No Location Specified

<https://www1.gotomeeting.com/register/286091760>

Preparing for college and careers requires more than mastering academic content. College and career exploration and planning play a critical role in engaging students through creating personalized learning opportunities and preparing them for life beyond school. Individualized Learning Plans (ILP) are one tool that middle school and high school students can use to define their personal interests, goals, and course choices through postsecondary education and careers. Many states have adopted or are exploring policies that require the use of ILPs. The American Youth Policy Forum, the College and Career Readiness and Success Center at the American Institutes for Research, and the Center for Workforce Development at the Institute for Educational Leadership are co-hosting this webinar on the use of ILPs across the country.

Promising Practices and Considerations for Districts in Competency-Based Education

Web-based Event

July 16, 2013

1:00 PM - 2:30 PM (Eastern)

<https://www1.gotomeeting.com/register/945028889>

“Promising Practices and Considerations for Districts in Competency-Based Education” is the second in a two-part webinar hosted by the College and Career Readiness & Success Center and the American Youth Policy Forum on national and state approaches to competency-based education. It will look at two districts that have pioneered the development of competency-based approaches and examine how policies can support or hinder district level systems-change. This webinar will also identify key policy questions that districts should consider as they pursue competency-based education pathways and systems.

Youth Work Methods Experience

Seminar

July 22, 2013 - July 23, 2013

Ypsilanti, MI

<http://www.readyby21.org/events/youth-work-methods-experience>

The David P. Weikart Center for Youth Program Quality will host a seminar July 22-23, 2013, to improve professionals’ ability to provide comprehensive support to staff to help them improve their practices. It will explore the Active-Participatory Approach and three key Youth Work Methods, and strengthen coaching and observational skills.

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).

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.

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NASET Sponsor – Cal Poly Pomona



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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.

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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.

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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.

Ruddie Memorial Youth Foundation Seeks Applications for Innovative Youth Programs

http://www.rmyf.org/content.cfm?u=grants_innovation_info

The Ruddie Memorial Youth Foundation is accepting applications from innovative programs designed to help underprivileged youth reach their full potential. Grants of \$25,000 will be awarded for "new, uncommon, unconventional, or untested" youth programs aimed at identifying effective practices that lead to breakthrough results in supporting underprivileged youth. In the past, funded programs have ranged from credit union savings projects and intensive tutoring programs, to afterschool day care and art programs, to health workshops. To be eligible, organizations must be tax exempt under Section 501(c)(3) of the Internal Revenue Code and serve youth in greater Baltimore, Boston, Los Angeles, Madison, Philadelphia, San Francisco, and/or Washington, DC. Deadline: July 17, 2013.

Mr. Holland's Opus Foundation Invites Applications for Music Donation Program

<http://www.mhopus.org/Apply>

Through its Keeping Music Alive program, the foundation will donate musical instruments to music programs that serve low-income communities and have little or no budget for musical instruments. Priority is given to programs serving the most students within a school population. Public, private, and charter schools are invited to apply; however, schools must be eligible for funds under Title 1 and/or serve a population where at least 50% of the students qualify for the National Lunch Program. Schools also must have an established instrumental music program (concert band, marching band, jazz band, and/or orchestra) that takes place during the regular school day and is at least three years old. Schools that offer Orff/classroom music only are not eligible to apply. Deadline for Pre-Qualification: August 1, 2013.

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.

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

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

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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Acknowledgements

Portions of this month's *NASET Special Educator e-Journal* were excerpted from:

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal

- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- 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

The **National Association of Special Education Teachers (NASET)** thanks all of the above for the information provided for this edition of the ***NASET Special Educator e-Journal***.
