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Update from the U.S. Department of Education

Southern University Awarded \$200,000 Grant for Research on Helping African-Americans with Disabilities Transition into Society

The U.S. Department of Education announced today the award of a \$200,000 grant to Southern University in Baton Rouge, La., to explore ways to help young African-Americans with disabilities successfully transition into society.

Southern will use the funding to support Project Work Opportunity through Resource and Capacity Building (WORC). Under the project, the university will develop and validate a service delivery model aimed at enhancing community integration and employment for African-Americans with emotional, intellectual and behavioral disabilities.

“African-Americans with disabilities deserve economic and social self-sufficiency,” said U.S. Secretary of Education Arne Duncan. “The funding will provide resources to help African-Americans with disabilities achieve their goals and independence.”

The grant is being awarded by the U.S. Department of Education’s [National Institute on Disability and Rehabilitation Research](#) under its [Minority Serving Institution Field Initiated Projects](#) Program.

\$6.5 Million Grant Awarded to Westat Inc. of Rockville, Md., to Create National Special Education Data Center

The U.S. Department of Education today announced the award of a \$6.5 million grant to [Westat Inc.](#), of Rockville, Md., to create a national center aimed at improving the quality of data on educating America's 7 million children and youth with disabilities.

To be known as the National Technical Assistance Center to Improve State Capacity to Accurately Collect and Report IDEA Data, Westat will focus on assisting states to upgrade their ability to report high-quality data they are required to provide under the Individuals with Disabilities Education Act (IDEA).

"More than ever, we need good data to guide reform," said U.S. Secretary of Education Arne Duncan. "Good data promotes transparency and accountability. It shows the public the value that they're getting in their investment in education. It gives teachers information they need to change their practices to improve student achievement. And, data shows us when students are making progress and when they're not."

Among the areas the center will focus technical assistance to states:

- Gathering more accurate, reliable data—from all appropriate resources in a state.
- Providing training to states to help school and district officials submit better data.
- Improving data infrastructure among the states.

Under IDEA, states must annually report to the Education Department a range of data on children and youth with disabilities. Such as: child counts, placements, dispute resolutions and assessment participation.

In addition, IDEA requires states to submit a yearly [State Performance Plan and an Annual Performance Report](#) on their progress in meeting 18 rigorous indicators of achievement, such as graduation rates and meeting evaluation timelines.

For infants and toddlers with disabilities, states must provide baseline data, measurable and rigorous targets, and improvement activities for 12 indicators such as ensuring positive outcomes, timely provision of services, and provision of services in natural environments.

With the information, the Education Department is required to make determinations on how well each state is meeting its obligations to serve its children and youth with disabilities. The determinations can include: "Meets the requirements of IDEA;" "Needs assistance;" "Needs intervention;" or "Needs substantial intervention."

The grant to Westat is being made under the [Technical Assistance to Improve State Data Capacity](#) program, administered by the U.S. Department of Education's [Office of Special Education Programs](#).

U.S. Department of Education Awards \$14 Million to Special Education Parent Technical Assistance Centers

The U.S. Department of Education announced today more than \$14 million in five-year grants to operate eight special education parent technical assistance centers that work to assist families of children with disability. The eight centers set to receive funding include one Center for Parent Information and Resources (CPIR); six Regional Parent Technical Assistance Centers (RPTACs); and one Native American Parent Technical Assistance Center (NAPTAC).

The centers will use the funding to improve the information they provide parents on laws, policies, and evidence-based education practices affecting children with disabilities. The centers will also use the funding to explore how data can be used to inform instruction; how to interpret results from evaluations and assessments; and ways to effectively engage in school reform activities, including how to interpret and use the data that informs those activities.

"Parents will always be their children's first and most important teachers, and can have tremendous impact on their kids' readiness to learn at every stage of the education pipeline," said U.S. Secretary of Education Arne Duncan. "These grants will help special education parent technical assistance centers enhance the important services they provide to families across the country."

The 98 parent center grants currently funded by the Department of Education promote the effective education of infants, toddlers, children, and youth with disabilities by strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home.

The CPIR will focus on developing and disseminating resources to parent centers to use with families and youth, helping parent centers use those resources, and supporting parent centers in collecting data annually about their services.

Each Regional PTAC will provide technical assistance that is targeted directly to the parent centers in their regions in order to meet those centers' unique needs. They will focus on increasing parent centers' capacity to manage their work effectively, reach more parents and youth, and help parents improve outcomes for their children.

The Native American PTAC will focus on helping parent centers provide effective and culturally appropriate services to Native American parents of children with disabilities and Native American youth with disabilities.

The following is a list of the grants the Department announced and the states within each region they will serve, including the contact information for the project directors and the amount of each 5-year award:

Center for Parent Information and Resources:

- Statewide Parent Advocacy Network, Debra Jennings, debra.jennings@sannj.org, \$2,950,000.

Regional Parent Technical Assistance Centers:

- Region 1: CT, ME, MA, NH, NJ, NY, PA, RI, and VT – Statewide Parent Advocacy Network, Diana Autin, diana.autin@sannj.org \$1,618,972.
- Region 2: DE, KY, MD, NC, SC, TN, VA, DC, and WV – Exceptional Children's Assistance Center, Connie Hawkins, chawkins@ecacmail.org \$1,618,972.
- Region 3: AL, AR, FL, GA, LA, MS, OK, Puerto Rico, TX, and U.S. Virgin Islands – Parent to Parent of Georgia, Stephanie Moss, stephanie@p2pga.org \$1,618,972.
- Region 4: IL, IN, IA, MI, MN, MO, OH, and WI – Wisconsin Family Assistance Center for Education, Training, and Support, Janis Serak, jserak@wifacets.org \$1,618,972.
- Region 5: AZ, CO, KS, MT, NE, ND, NM, SD, UT, and WY – PEAK Parent Center, Barbara Buswell, bbuswell@peakparent.org \$1,618,972.
- Region 6: AK, CA, HI, ID, NV, OR, WA, the outlying areas of the Pacific Basin, and the Freely Associated States – Matrix, A Parent Network and Resource Center, Nora Thompson, norat@matrixparents.org \$1,618,972.

Native American Parent Technical Assistance Center:

- Education for Parents of Indian Children with Special Needs, Alvino Sandoval, asandoval@epicsnm.org \$1,618,972.

Education Department Awards \$1.4 Million Grant to Establish Center on Technology and Disability

The U.S. Department of Education announced today the award of a \$1.4 million grant to Family Health International (FHI) in Washington, D.C., to establish a Center on Technology and Disability.

The center is a collaborative effort among FHI, American Institutes for Research, and PACER Center. The center will increase the capacity of families, schools, and providers to obtain and help children with disabilities use assistive and instructional technology to improve learning. The use of assistive and instructional technology enables children with disabilities to participate fully in daily routines in their natural environments; have increased access to the general education curriculum; improve their functional outcomes and educational results; and meet college- and career-ready standards.

"Enhancing the infrastructure and increasing the capacity for our schools and providers to help all students become college and career-ready is an important part of our education agenda," said U.S. Secretary of Education Arne Duncan. "This center will provide information and technical assistance to many audiences, including providers and families, to help them implement effective programs aimed at serving children with disabilities."

The grant was made under the Technology and Media Services for Individuals with Disabilities program, a primary source of support for accessible technology and media-related activities under the Individuals with Disabilities Education Act (IDEA). Technology activities promote the development, demonstration, and use of technology, including technology with universal design features. It includes activities such as research on using technology to improve learning and provide access to curricula, and technical assistance and dissemination activities to states, local schools, providers, and families to enhance the use of

technology by children with disabilities. Media services include closed captioning, video description, the provision of books and other written materials in accessible formats.

The Technology and Media Services program is administered by the Education Department's Office of Special Education Programs, [Office of Special Education and Rehabilitative Services](#).

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Calls to Participate

School Safety Advocacy Council's Conference on Bullying Seeks Presenters

<http://tinyurl.com/nfzy4z9>

The School Safety Advocacy Council's Annual National Conference on Bullying will be held February 26-28, 2014, in Orlando, Florida. The School Safety Advocacy Council is searching for exceptional presenters to explore best practices and cutting-edge issues dealing with bullying and the influence it has on the healthy academic, social, and emotional development of children and youth. Presenters will reach a national audience of practitioners, educators, administrators, counselors and policy makers who are committed to helping young people flourish both in and out of school. Deadline for proposals: October 11, 2013.

NCWD /Youth Seeks Applications for Professional Development Demonstrations

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

The National Collaborative on Workforce and Disability/Youth (NCWD/Youth) is offering a professional development opportunity for youth serving organizations (and their partners). The Youth Service Professionals' Knowledge, Skills, and Abilities Professional Development Demonstration and Evaluation (YSP/KSA Demo) will provide partnering organizations in three communities with four free full-day interactive training sessions covering the necessary competencies for professionals who work with youth, including pre- and post-training capacity building and support for all sites. Participation is free (lead organizations will receive a stipend to cover administration costs); each site's lead organization must be committed to professional development and evaluation, provide 25-30 trainees, engage two partner organizations, and meet other eligibility requirements.

Youth Transitions Collaborative Seeks Resumes from Youth with Disabilities

The Youth Transitions Collaborative is seeking the resumes of young people and young veterans with disabilities who are looking for work (full-time or part-time) in the private sector. These resumes will be incorporated into a database that will help employers connect with qualified young candidates with disabilities. The National Youth Transitions Resume Database will be national in scope and will be open to young people and employers from across the country. For more information or to submit a resume, contact ytf@aapd.com.

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Special Education Resources

Improving Post-High School Outcomes for Transition-Age Students with Disabilities: An Evidence Review (August 2013)

Report

<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20134011>

“Improving Post-High School Outcomes for Transition-Age Students with Disabilities: An Evidence Review,” from The National Center for Education Evaluation and Regional Assistance (NCEE), finds that few strategies have strong evidence they make a difference in students’ postsecondary employment, education, independent living, and training. A review of transition research studies from the last two decades find that relatively few studies met the What Works Clearinghouse standards of evidence. Sixteen of the 43 studies met the WWC standards and provide support for two program approaches. Community-based work programs were found to have mixed effects on students’ employment outcomes and potentially positive effects on postsecondary education outcomes. Functional life skills development programs were found to have potentially positive effects on independent living outcomes.

Keeping Kids in School: At a Glance (2013)

Web page

<http://tinyurl.com/omnf4am>

In recent years, states have focused much attention on student achievement, but little on how many students ultimately leave school with a diploma in hand. This is changing: Nearly every governor has pledged to develop tougher ways to measure graduation rates at the same time that the No Child Left Behind Act has begun requiring states to hold schools and districts accountable for the results. This web page offers information from the Center for Public Education on keeping students in school and lessons for districts tackling the dropout problem.

New Tools Available to Help Students Prepare for College and Careers (2013)

Tools

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

The College and Career Readiness and Success Center (CCRS Center) has developed a variety of new research-based tools and issue briefs to help schools, school districts, and states address key CCRS needs to ensure that all students, including those with disabilities, are college and career ready. The Center provides a range of services and develops new resources as an independent and objective technical assistance hub funded by the U.S. Department of Education.

New Training Module to Help Students with Severe, Persistent Learning Needs (2013)

Training Module

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

The National Center on Intensive Intervention (NCII) has released the first in a series of training modules focused on implementing intensive interventions to help students with severe and persistent learning needs. “Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior” provides an overview of DBI, along with case studies. NCII is a national technical assistance center that helps districts and schools implement DBI in reading, mathematics, and behavior for students.

Overview of NAEP (2013)

Brochure

<http://nces.ed.gov/nationsreportcard/subject/commonobjects/pdf/2013455.pdf>

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics (NCES) has released “An Overview of NAEP.” This brochure provides an overview of The National Assessment of Educational Progress (NAEP), the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. The brochure covers what NAEP is, how it differs from state assessments, and how it uses technology to measure and report students’ skills. Available in pdf (1.46 MB, 3 pp).

Parent and Family Involvement in Education (August 2013)

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013028&newsflash=true>

“Parent and Family Involvement in Education,” from the National Household Education Surveys Program of 2012, presents findings from the Parent and Family Involvement in Education Survey of the National Household Education Surveys Program of 2012 (NHES:2012), from the Institute of Education Sciences’ National Center for Education Statistics. The Parent and Family Involvement in Education Survey collected data on children enrolled in public or private school for kindergarten through 12th grade or homeschooled for these grades. The survey collected information about various aspects of parent involvement in education, such as help with homework, family activities, and parent involvement at school. For homeschooled students, the survey asks questions related to the student’s homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles(February 2013)

Report

<http://www.mdrc.org/publication/role-risk>

More and more, mentoring programs are being asked to serve young people who are considered "higher risk." While mentoring has a strong research base generally, relatively little is known about mentoring programs’ capacities to serve and produce benefits for higher-risk youth. “The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles” presents results from the first large-scale evaluation to examine how the levels and types of risk youth face may influence their mentoring relationships and the benefits they derive from mentoring programs. The study looked at the backgrounds of participating youth and their mentors, the mentoring relationships that formed, the program supports that were offered, and the benefits youth received - and assessed how these varied for youth with differing "profiles" of risk. The study was funded by a Public/Private Ventures project funded by the Bill & Melinda Gates Foundation and distributed by MDRC.

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Update from the National Dissemination Center for Children with Disabilities



RESOURCES FROM NICHCY!

State Organizations

This is a great place to find helpful organizations in your state. Use our search feature to look for state agencies, disability-specific organizations in your state, organizations especially for parents, and other disability organizations.

<http://nichcy.org/state-organization-search-by-state>

National Organizations Gateway

The Gateway includes literally hundreds of national-level organizations that offer help and guidance on disability and educational issues. Looking for info on a particular disability or issue? Search the National Gateway.

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

Children, 3 to 22

This page on our website actually introduces a wealth of topics related to educating children with disabilities, ages 3 to 22. Especially popular subsections include *10 Basic Steps of Special Education* (great for those who are new to disability in school-aged children), *All about the IEP* (even the kitchen sink!), *Parent Rights under IDEA*, and *Supports, Modifications, and Accommodations for Students* (one of our personal favorites). Find all this and more, at:

<http://nichcy.org/schoolage>

NICHCY en español

¡Mucha información para las familias hispanohablantes!

<http://nichcy.org/espanol>

RESOURCES TO COME FROM NICHCY

This month, our last, we've planned a big hurrah flood of resources for you. They're not quite ready yet, but keep your eyes peeled for:

Access to new journal articles

We'll be posting several new full-length articles on special education and disability law, at: <http://nichcy.org/laws/legal>

Blog on Teaching Students with Multiple Disabilities

This blog is meant to partner with our new fact sheet on Multiple Disabilities.

<http://nichcy.org/blog>

New training modules on Part C of IDEA

If you haven't signed up yet to receive alerts when new training modules come out on early intervention for infants and toddlers with delays and disabilities, you might want to. We'll be working on the remaining modules for a few more months, so soon we hope to share, share, share. Sign up at:

<http://nichcy.org/laws/idea/legacy/partc#signup>



IT ALL STARTS IN FAMILIES AND COMMUNITIES

Bookmark the Parent Center Network

The federally funded Parent Technical Assistance Network is your go-to resource for finding parent supports. On the network's website you can find links to local parent centers, current news on special education and early intervention, archived trainings, and more.

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

Find the app your child needs

The Friendship Circle offers a database with over 1,000 Apple and Android apps for children with disabilities. You can search by platform, category, or price and see descriptions, costs, average ratings, and testimonials from users.

<http://www.friendshipcircle.org/apps/>

Watch a video to walk you through the IEP process (when AT is considered)

The Family Center on Technology and Disability has an informative video that introduces viewers to assistive technology (AT) and takes them through an Individualized Education Program (IEP) meeting during which AT is considered. Captioned in both Spanish and English!

<http://www.youtube.com/user/FCTDvideo>

Reading Rockets for parents

Parents, did you know that Reading Rockets has an entire section of its website dedicated to you? Take a look at all of the great resource topics: testing, connecting with your child's teacher and school, helping your struggling reader, and much more.

<http://www.readingrockets.org/audience/parents/>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

This collaborative project offers information on Part C of IDEA (ages birth to three) and Section 619 of Part B (preschool), as well as information on topics such as challenging behavior and natural environments, contacts for state Interagency

Coordinating Councils, and wonderful weekly eNotes newsletters!

<http://ectacenter.org/default.asp>

Include AT in the Individualized Family Service planning process

There are many variations in the format of an IFSP and in the ways that assistive technology (AT) is described on the plan. Tots-n-Tech has a resource brief that lays out guidelines, considerations, and additional resources on how to best include AT in the IFSP.

http://tnt.asu.edu/files/Brief_6_IFSPHandout8-21-09.pdf

Teaching Young Children

The National Association for the Education of Young Children publishes *Teaching Young Children* bi-monthly. Each issue provides useful, research-based ideas and activities that preschool teachers, educators, and Pre-K teachers can use in their classrooms. This issue includes articles about coping with disasters, exploring nature, and making parallel books with preschoolers.

<http://www.naeyc.org/tyc/>



SCHOOLS, K-12

No budget for professional development? IRIS has you covered!

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center offers a wide variety of online learning modules, case studies, activities, and more. IRIS' evidence-based materials cover topics such as classroom management, Response to Intervention (RTI), differentiated instruction, and much more. IRIS's resources are always of the highest quality, extremely relevant, and FREE.

<http://iris.peabody.vanderbilt.edu/>

Visit the Learning Port for more great resources for professional development

The Learning Port has been compiled for all of us by the IDEA Partnership, and it's loaded with incredible resources that educators, principals, early childhood specialists, and state agency personnel can use "as is" or customize to meet their professional development needs.

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

Don't get left behind as online learning takes off!

The Center on Online Learning and Students with Disabilities is your federally funded center for research and information about how students with disabilities can effectively participate in online learning. The Center's website includes research reports, a chart identifying accessibility features of various technologies used in online learning, an informative blog, and more.

<http://centerononlinelearning.org/>

Looking for great strategies to teach reading? Reading Rockets provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in the following areas: print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

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



STATE & SYSTEM TOOLS

The Active Implementation Hub: Free 24/7 implementation training for you and your team

The newly launched "Active Implementation Hub" is a free, online learning environment for use by any stakeholder-practitioners, educators, coaches, trainers, purveyors-involved in active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice. The site is an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP).

Learn more: <http://implementation.fpg.unc.edu/about-the-ai-hub>

IDEA Partnership resources cover what you need

The IDEA Partnership reflects the collaborative work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. The Partnership's website includes dialogue guides to engage stakeholders in conversation; collections of resources on useful topics such as autism spectrum disorders, common core state standards, and assessments; links to communities of practice; and more!

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

The AIM Center-because accessible instructional materials can make all the difference

Students with print disabilities need accessible instructional materials. The AIM Center is a true go-to resource on this subject!

<http://aim.cast.org/>

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Latest Employment Opportunities Posted on NASET

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>

Contact

Email: jobs@tepcharter.org

TEACHER - Tufts Educational Day Care Center

Somerville, Massachusetts, United States, 02144

Job Category: Full Time

Description:

Tufts Educational Day Care Center is an innovative year-round, full-day educational preschool and kindergarten program for children from within the Tufts community and surrounding cities. TEDCC serves as a laboratory site for the University and is affiliated with the Department of Child Development, in the School of Arts and Sciences at Tufts University. The center enrolls approximately 82 children ages 2.9-6.

The Teacher's responsibilities include providing a dynamic, developmental, inclusive program for preschool or kindergarten age children, working with families, therapists, and team-teaching. Beginning the second year, teachers coordinate a center wide program, initiative, or service and may supervise University undergraduate and graduate students.

THE TEACHER WILL:

- In collaboration with your teaching team, plan and execute an educational program and physical environment which are developmentally sound, multi-culturally relevant, and sensitive to the range of individual differences reflected in your student, staff, and family populations. Adhere to referral procedures when concerned about child/family development.
- Work with your Mentor Teacher to develop an effective teaching team which usually includes the Mentor Teacher, two full-time teachers, a graduate teaching assistant and student teacher or field worker;
- Attend and contribute to weekly or bi-weekly supervision meetings with your Mentor Teacher and in monthly staff meetings; Communicate regularly with the Parent Coordinator, School Coordinator, Special Needs Coordinator and specialists through regularly scheduled meetings, and on an as-needed basis, and let them know well in advance of changes in classroom and child schedules (field trips, special projects, vacation weeks, etc;)
- Meet with every family prior to or shortly after school starts in the fall. Make every effort to attend school events like picnics, fund-raisers, and evening parent

meetings; Communicate regularly with families via daily verbal contact, bi-monthly emails, progress reports, family conferences and telephone calls. Plan Fall Curriculum Open House and other all-classroom parent meetings as warranted. Prepare and present twice yearly evening Child Study meetings for contact children with special needs; as directed, keep the Director, Parent Coordinator, School Coordinator, or Special Needs Coordinator informed of any vital child/family development and information, safety issues, classroom/teacher related issues, buildings and grounds and maintenance concerns.

- Maintain a safe environment both in the classroom, throughout the school and on the playground. Follow policy related to injuries, accidents and incidents by completing accident/incident logs for the Director's signature. Post all appropriate policies and relevant classroom information in a visible place, including child allergies, emergency response procedures, health and illness policy, attendance sheets, hand washing and toileting procedures, location of first-aid/evacuation bag, and child attendance log. Maintain team meeting minutes and team communication log.
- Create documentation to make learning visible, inform curriculum projects, and encourage collective inquiry and reflection among children, teachers and parents. Use technology (digital cameras and computers) to support the documentation process.
- Collaborate with Director to define and fulfill responsibilities required for the successful coordination of a center wide program, initiative or service (e.g. special friends, research, playground, etc;)

Basic Requirements:

- Bachelor's degree in Early Childhood Education and/or related field OR a Bachelor's Degree in an unrelated field and EEC Lead Teacher Qualification.
- Minimum of one (1) year teaching experience with children who have a wide range of individual differences, including special needs.
- Excellent communication skills, both oral and written and oral and written; excellent classroom management and organizational skills; proven competence in behavior management; knowledge of and experience implementing developmentally appropriate curriculum for young children; flexible in approach to working with children, families and colleagues.
- Must successfully complete all appropriate background checks as required

Preferred Qualifications:

- Skill in designing classroom environments.
- Experience supervising University students.
- Knowledge of and experience with the ideas of Reggio Emilia Schools, Italy.
- Experience with the Project Approach to Curriculum Development.
- Experience with documentation and making learning visible for parents, children, and teachers.

- Experience using media and technology in the classroom.
- Knowledge of and experience with the principles of Anti-Bias Education.

Special Work Schedule Requirements:

Attendance at monthly evening staff meetings, monthly evening parent meetings, twice-yearly individual parent conferences, child study meetings, and SPED meetings - many of which are after shift hours; flexibility in shift hours (8-3, 8:30-3:30, or 10:30-5:30) and the ability to work extended hours when necessary to meet the requirements of the position.

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

Apply Here: <http://www.Click2apply.net/4r3tzky>

Special Education Teacher, Emotional Support

Pennsylvania, United States

Job Category: Special Education Teacher, Emotional Support

The ***Southeast Delco School District*** fosters a student-centered learning environment in which students are problem-solvers, informed decision makers, as well as collaborative and cooperative learners. All students have access to powerful technological tools which enable them to make connections between knowledge and understanding. In this stimulating atmosphere, access to information and communication with others is unlimited. This nurturing environment provides a quality education by which all our students can achieve academic excellence. We are seeking a Special Education Teacher for an Emotional Support class at Academy Park High School in the ***Southeast Delco School District***. This contracted position will teach emotional support high school students. Block scheduling is used in our high school. This is a challenging assignment so only candidates who truly want to work with emotional support students should apply.

The position begins on **August 21, 2013**. Candidates must hold a valid and active PA certification in Special Education (N-12) and English (7-12).

Interested candidates should send their letter of interest, resume, PA Standard Teaching Application, copy of PA certification, copy of Praxis test scores, Act 34, 114, 151 clearances, college transcripts, three letters of recommendation to the Southeast Delco School District at: <https://sedelco.schoolrecruiter.net/index.aspx>

Deadline: September 18th EOE

Apply Here: <http://www.Click2Apply.net/xqy4ry2>

Contact: Human Resources

Apply Online

Special Education Teacher

Phoenix, AZ

Job Category: (Special Education)

Description:

- Works collaboratively with parents and fellow educators in nurturing the student to academic and behavioral excellence.
- Develop IEP's for students who qualify for SPED services and annually update them.
- Design a program that meets the identified student needs as listed in IEP's.
- Consult with regular education teachers and other support personnel to ensure that the needs of the students with disabilities are being met in the inclusion classroom.
- Coordinate required psychological services within the required deadlines.
- Coordinate related services (speech, OT, etc.) as outlined in student's IEP's.
- Schedule, attend and lead all IEP and SPED meetings.
- Prepare required documents and notices for SPED meetings.
- Continue professional growth through educational meetings, visiting related facilities, reading professional literature, and exchanging ideas among the teachers and staff.
- Assist RTI staff in the pre-identification process.
- Use appropriate formative assessment instruments pertinent to instructional areas to assess on-going student progress and maintain required assessment documentation.
- Maintain a positive environment conducive to effective learning.
- Provide varied instructional techniques and technology through individual and/or group sessions designed to meet the educational, social and emotional needs of the students.

- Assist in the selection of books, equipment and other materials for SPED students.
- Effectively utilize interns and community partners to enhance instruction.
- Coordinate with other support staff (Gifted, SEI, RtI, Tutors, and Mentors) to maximize student learning.

Public Relations/Communication:

- Establish and maintaining cooperative relations with other employees.
- Assist in providing information to community groups and parents concerning special education programs as requested.
- Work to establish and maintain open lines of communication with students and their parents concerning the academic and behavioral progress of all assigned students.

Monitoring and Reporting:

- Ensure that each student in the program has required evaluation records in his/her permanent SPED folder.
- Maintain individual student special education files in compliance with federal and state regulations.
- Quarterly evaluate student progress on IEP goals and report to parents and teachers.
- Assure that all students with disabling conditions receive the accommodations listed in IEP's to successfully participate in classroom instruction and assessments.
- Complete the Annual SPED Data Collection Report for students with disabilities.
- Assist the Leadership Team in all activities that relate to SPED monitoring.

Other Job-related Responsibilities:

- Complete all required surveys in a timely manner.

Requirements:

- Bachelor degree and certification in special education, Current Arizona Security Clearance Card, hold and maintain current CPR and first aid certification.
- Excellent experience in teaching and working with diverse students in the field of special education
- Experience teaching struggling students of diversity
- Working knowledge of Arizona state standards
- Ability to work collaboratively in a high-stakes environment
- Outstanding instructional skills, including the ability to motivate and challenge students and maintain an orderly classroom environment
- Demonstrated expertise in special education processes and instruction

- Strong sense of personal accountability for student achievement
- Belief that all students should be held to high academic and content standards
- Ability to communicate effectively with students, parents, and other staff members
- Demonstrated professionalism, responsibility, and a strong work ethic
- Positive attitude and a drive for personal excellence
- Problem solving ability

Send resume to: lrodriguez@paideiaacademies.com

High School Special Education Teacher

Chicago, Illinois

Job Category: Special Education Teacher

Description:

(Apply online
at <http://www.applitrack.com/uno/onlineapp/default.aspx>)

UNO's educational philosophy is grounded in the principle that the key to student success is the powerful presence of adults in each child's life. Our organization believes in a call to service and a call for service, the type of service that reflects pride, passion, and respect. Because of this, **UNO** aims to recruit only the most talented, dedicated, and visionary professionals that are capable of creating and cultivating genuine relationships with our key stakeholders; students, parents, and the community.

UNO educators believe in not only establishing the highest expectations for our students, but also taking on the critical responsibility to ensure they are met. To reach this end, we employ strategic evaluative techniques to assess student learning and use this data to drive instructional decision-making. Furthermore, we utilize a variety of instructional methods and interventions in order to ensure that all students achieve mastery of both skills and content knowledge across the curriculum.

UNO educators have urgency for student growth and achievement and rely on our innovation to ensure all students meet the rigorous individual goals set for them. We are results-oriented and regard student learning as the measure of effectiveness of our teaching. Ultimately, we know that we are responsible for the academic and personal growth of our students, and we are willing to do whatever it takes to ensure success. **UNO** teachers are unique in that they realize success is built on relationships. They focus their work on student learning. Furthermore, they whole-heartedly believe that all students can learn and demonstrate that by engaging principles of distributed

leadership and distributed counseling. **UNO** ensures that all staff understands that it is our shared responsibility to develop our students, both personally and academically. Classroom teachers in **UNO** high schools lead the curriculum, instruction, and assessment for students to which they are assigned. They relentlessly pursue student growth and achievement through diligent planning, careful instructional execution, and on-going collaboration with colleagues and the school leadership team.

Requirements:

Education: Bachelor's degree (required), Masters degree (preferred)

Experience: At least one year of teaching experience; co-teaching experience (preferred) • Experience working with children who have been educationally underserved • Strong technology skills and familiarity with electronic IEP systems preferred • Candidate must be able to demonstrate the academic progress of students under his/her leadership and articulate the methods used to achieve those results

Certification: Valid Illinois Type 9, Type 10 or equivalent (required) • ISBE issued LBSI endorsement or equivalent (required) • National Board Teaching Certification (optional)

Benefits:

Salary Commensurate with Experience, Competitive Benefits Package

Apply online at <http://www.applitrack.com/uno/onlineapp/default.aspx>)

Location: UNO Soccer High School, 5025 S St. Louis Ave, Chicago

Special Education Certified Teachers

Avondale, ARIZONA

Job Category: Special Education 9-12th Grade Teachers Needed

Description:

Agua Fria Union High School District was established in 1955. Today, the district serves the communities of Litchfield, Goodyear, Avondale, Buckeye and part of Glendale with its four high schools. Come be a part of our district, we offer competitive salaries, eligible for health benefits and additional compensation. Visit our website to view our job openings.

Apply at : www.aguafrica.org/jobopenings

For questions email: HR@aguafrica.org

Minimum Qualifications:

1. A valid Arizona teaching certificate for the position to which the individual is assigned.

2. A valid DPS Fingerprint Clearance Card.
3. Must possess either a Provisional SEI endorsement, a full ESL endorsement, or a full Bilingual endorsement.
4. Must be highly qualified in the core content for the position to which the individual is assigned.

Benefits:

- Eligible for Health Care Benefits
- Competitive Salary Schedule
- Eligible for Additional Compensation for High Needs Position.

Contact:

hr@aguafria.org

Headmaster

Raleigh, North Carolina

Job Category: Head of a private LD school

Description:

The Fletcher Academy: A School of Achievement was founded in 1981 by Dr. Leon Silber as the first school in North Carolina dedicated solely to students with learning differences. For the past decade, under the excellent leadership of Ms. Junell Blaylock, Fletcher has thrived as a local resource and a national leader in helping exceptional children discover their unique minds and styles of learning. With Ms. Blaylock's recent announcement that she will retire in June 2014, Southern Teachers Agency has been retained to conduct the search for Fletcher Academy's next Headmaster.

The Headmaster will inherit a unique and effective program, a committed and experienced faculty, and a dedicated board that fully supports Fletcher's mission as an unparalleled, comprehensive private school for students with attention and learning challenges. The new Headmaster will be expected to learn and sustain the Fletcher approach, to continue recruiting and supporting outstanding teachers and staff, to assess needs and provide tools for 21st century learning, and to preserve and enhance the school's very caring, nurturing environment.

Requirements:

As prospective leaders of a closely-knit community, candidates must be approachable, attentive, and clearly committed to students with learning differences. The Headmaster must be organized and creative, knowledgeable about special education, and authentic.

Most important, he or she must lead with love, compassion, and a profound desire to help all at Fletcher achieve their very best.

Benefits:

Salary and benefits for this position are above the national median for schools of this type.

Contact:

Interested applicants should submit via email an STA application (available at www.SouthernTeachers.com), current resume, cover letter list of references, and educational philosophy to

Mr. Jamie Estes

Estes@SouthernTeachers.com.

This position begins in July 2014. For the full position profile, please visit www.SouthernTeachers.com.

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Upcoming Conferences, Workshops and Events

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.

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.

Inclusive Higher Education: Moving from Good Ideas to Great Outcomes Conference

November 16, 2013 - November 17, 2013

Washington, DC

http://www.aucd.org/template/event.cfm?event_id=4174

The “Inclusive Higher Education: Moving from Good Ideas to Great Outcomes” event will feature both general and concurrent sessions on topics such as Current Strategies, Lessons Learned, Policy and Legislation, Funding, etc. This event is held in conjunction with the AUCD 2013 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.

NEA Foundation Learning & Leadership Grants and Student Achievement Grants

<http://www.neafoundation.org/pages/grants-to-educators/>

NEA Foundation Learning & Leadership Grants support public school teachers, public education support professionals, and/or faculty and staff in public institutions of higher education. Grants to individuals fund participation in high-quality professional development experiences, such as summer institutes or action research; grants to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. Maximum award: \$2,000 for individuals and \$5,000 for groups engaged in collegial study. Eligibility: public school teachers grades K-12; public school education support professionals; or faculty and staff at public higher education institutions. NEA Foundation Student Achievement Grants provide funds to improve the academic achievement of students by engaging in critical thinking and problem-solving that deepen knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-directed learning, and critical reflection. Maximum award: \$5,000. Eligibility: practicing U.S. public school teachers, public school education support professionals, or faculty or staff at public higher education institutions. Deadline for both Learning & Leadership and Student Achievement applications: October 15, 2013.

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

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

The William T. Grant Foundation invites applications for Youth Social Setting Research Projects. Grants ranging from \$100,000 to \$600,000 will be awarded to support research designed to understand and improve the everyday settings of youth between the ages of 8 and 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. Deadline for Letters of Inquiry: January 8, 2014.

Discover: Pathway to Financial Success Grant

<http://www.pathwaytofinancialsuccess.org/get-a-grant>

Discover is investing up to \$10 million in financial education, and any high school can apply for a grant toward a financial education curriculum. Applying schools must have implemented or be looking to implement a financial education curriculum; have a measurement tool planned or in place to assess participation in and comprehension of the financial education curriculum; and agree to share overall results of the measurement tool's pre- and post-curriculum testing with Discover upon the program's completion to assess what worked and what didn't. Maximum award: varies. Eligibility: high schools in the United States. Deadline: none.

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.

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.

Lexus and Scholastic Launch Seventh Annual Environmental Contest for Middle and High School Students

<http://lexus.scholastic.com/>

The Lexus Eco Challenge will award a total of \$500,000 in grants and scholarships to inspire and empower middle and high school students in the United States to learn about the environment and take action to improve it. The program is designed to inspire and empower middle and high school students to learn about the environment and take action to improve it. Eligibility: middle and high school teams comprised of 5-10 students and one teacher advisor. Deadline: Challenge One (Land/Water) – October 7, 2013; Challenge Two (Air/Climate) – November 11, 2013. The 32 finalist teams will be eligible to submit entries for Challenge Three (Final Challenge), with a deadline of January 17, 2014.

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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
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