

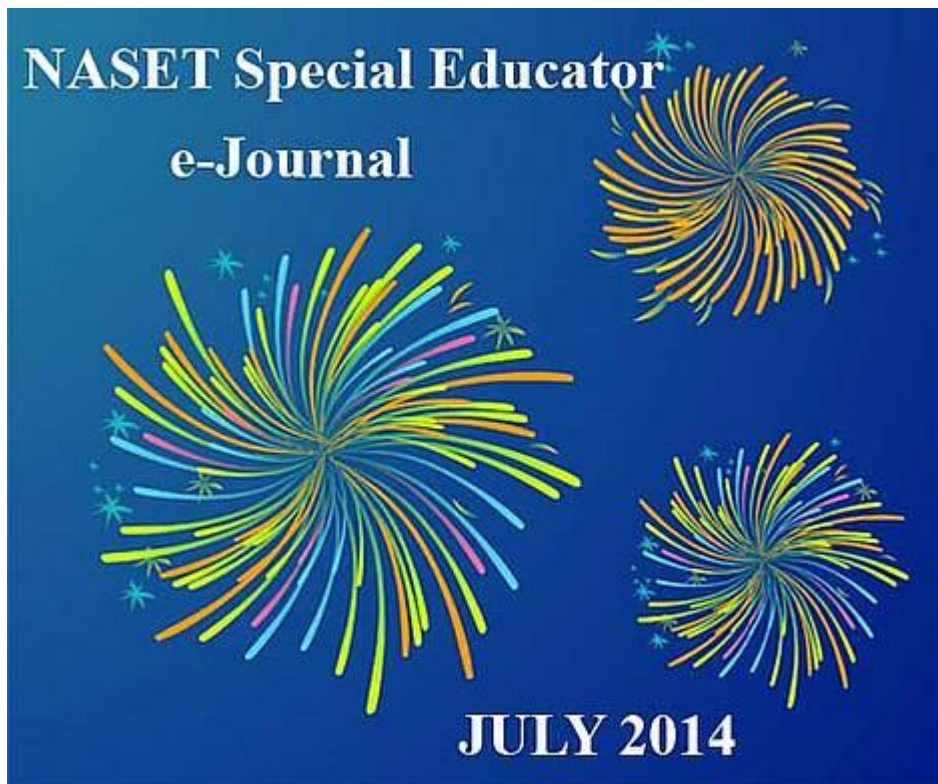


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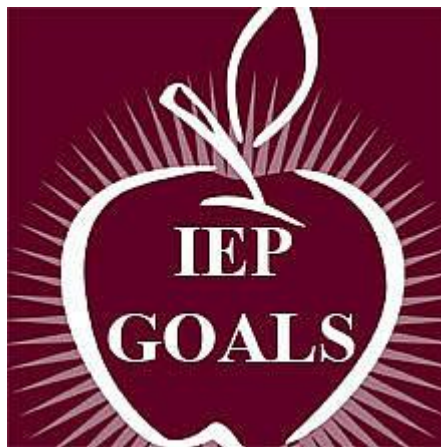
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Update from the U.S. Department of Education

U.S. Department of Education Releases Guidance to Improve Educational Outcomes of Children and Youth in Foster Care

The U.S. Department of Education is releasing resources to emphasize and support the needs of foster care students. In addition to new guidance, ED has launched a dedicated web page, *Students in Foster Care*, and issued a joint letter with the U.S. Department of Health Human Services to education authorities about increasing educational stability for children and youth in foster care.

The guidance released today will make it easier for caseworkers, child welfare agencies and tribal organizations responsible for the placement and care of children and youth in foster care to have direct access to their education records. The guidance provides states with information to implement the Uninterrupted Scholars Act (USA), an amendment to The Family Educational Rights and Privacy Act (FERPA). It also details the amendment's impact on the confidentiality provisions in the Individuals with Disabilities Education Act (IDEA). The guidance will help states improve educational and developmental outcomes for students in foster care by providing authorized agencies with access to the records they need to meet the early intervention or educational needs of the students.

"This guidance is part of our efforts to raise awareness of the needs of this vulnerable student population. When a child is removed from their family and placed in out-of-home care the disruption is extraordinary. Many have to change schools once or sometimes several times," said U.S. Secretary of Education Arne Duncan. "This guidance will help lessen the impact of these disruptions and help provide students in foster care with educational stability, by making their school records accessible to those in charge of their care. We also hope it will shine a light on the benefit of these students staying in their schools and within an education community that can support them through a difficult period."

The USA amends FERPA in the following two ways:

- First, it permits educational agencies and institutions to disclose students' education records to authorized child welfare agency representatives and tribal organizations.
- Second, the USA also allows educational agencies and institutions to disclose students' education records to authorized child welfare agency representatives and tribal organizations following a judicial order, without requiring additional notice to the parent.
- ED is working with the Department of Health and Human Services (HHS) to provide new resources to support educators and child welfare professionals in their work to improve the well-being of students in foster care. ED and HHS released a [letter](#) advising local educational and child welfare agencies to coordinate efforts to ensure the educational stability of students in foster care under the Fostering Connections Act.
- ED also launched the [Students in Foster Care](#) webpage this week, which provides information on important laws, guidance and technical assistance materials.

The new guidance, letter and web page are just three of ED's continuing efforts to improve outcomes for children and youth in foster care. The Department has also worked to raise awareness of the impact of the Uninterrupted Scholars Act on the IDEA.

The Obama administration believes that if we can improve the lives of the most vulnerable students, it will lead to better outcomes for all students.

States Continue Progress During Second Year of Race to the Top

The U.S. Department of Education released *Race to the Top* state progress reports for seven states that received grants in the third round of the program: Arizona, Colorado, Illinois, Kentucky, Louisiana, New Jersey and Pennsylvania. These reports capture the highlights of progress and obstacles that the states encountered during the second year of implementation, from January-December 2013.

"Race to the Top has inspired and empowered local leaders and educators across the country to develop innovative education reform plans and put them into action," said U.S. Secretary of Education Arne

Duncan. "In the second year of this particular set of Race to the Top grants, states have made important steps toward providing better resources, tools and feedback for teachers to help expand opportunities for all students to be successful in college and careers."

It is important to note that the year two reports demonstrate a snapshot in time—the progress that states made during that year. A number of states have continued to take steps in the past few months, since the data was collected, to address the challenges that arose during that year and expand upon the progress they have made. The reports detail the progress that each state has made against the plan that its local leaders developed, and states can only be compared to the benchmarks they have committed to in their plans, not to each other.

The Department's Implementation and Support Unit (ISU) has partnered with states to track progress and provide feedback as they continue large-scale reform. Where states encountered delays and challenges, the ISU worked with them on adjustments to help move the work forward, while holding states accountable to their commitments. ISU officials will continue to provide annual updates about states' progress under Race to the Top.

The Race to the Top program, which made its first awards in 2010, has provided 24 states and D.C. with about \$5 billion through three phases of the flagship competition and over \$1 billion to support 20 states during the three rounds of the Race to the Top-Early Learning Challenge. In 2012 the Department launched the first Race to the Top-District program, which has now funded 21 applicants in two rounds of the competition—representing 80 school districts across 21 states and D.C.—with over \$500 million to support locally developed plans that will prepare every student to succeed in college and their careers. The Department's fiscal year 2015 budget request includes \$300 million for a new Race to the Top Equity and Opportunity competition to create incentives and provide resources for states and school districts to address persistent opportunity and achievement gaps.

For more information about the Race to the Top program, and to review the state-specific year two reports, visit: <http://www2.ed.gov/programs/racetothetop/index.html>. Note: Reports will be posted at the above link later today. Please contact press@ed.gov , if you need the reports before they are posted.

U.S. Department of Education Announces \$75 Million GEAR UP Competition

To focus on building successful practices aimed at improving college fit and college readiness for underrepresented, underprepared and low-income students across the country, the U.S. Department of Education announced today the availability of \$75 million for two new Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) competitions.

At the Obama Administration's College Opportunity Summit earlier this year, the Department made several commitments to support low-income students and help more of them pursue a path to college success. The GEAR UP program helps to ensure that all students achieve the necessary milestones that provide a pathway to a strong future. Today, the Department is acting on its pledge to focus this year's GEAR UP college preparation program on improving both college fit and readiness, so all students graduate from high school prepared for college without needing remedial courses and enroll in an institution that will help them maximize their success.

"College prep programs like GEAR UP can make all the difference in whether many young people from disadvantaged families can pursue a higher education," U.S. Secretary of Education Arne Duncan said. "These grants will help provide the mentoring, resources and financial aid that will offer thousands of students the additional support they need to achieve success in postsecondary education."

In addition to focusing on college fit and readiness, the Department is tailoring this year's GEAR UP grants to focus on projects that are designed to serve and coordinate with a Promise Zone, which are high-poverty communities where the federal government has partnered and invested to create jobs, leverage private investment, increase economic activity, improve educational opportunities, and improve public safety. This year's GEAR UP program also places a priority on helping to improve students' non-cognitive skills and behaviors, including academic mindset, perseverance, motivation, and mastery of social and emotional skills that improve student success. The grants are part of the Department's focus on increasing the equity of opportunity in America's schools so that every child—no matter his or her zip code—has a clear path to the middle class. The nation's schools, teachers, and students have made significant gains,

but despite this solid progress, wide gaps of opportunity and achievement continue to hurt many minority, low-income, and other underserved students.

Created in 1998, the grant program has provided funding for academic and related support services to eligible low-income middle and high school students, including students with disabilities, to help them obtain a high school diploma and succeed in college. GEAR UP provides six-year grants to states and partnerships to offer services at high-poverty middle and high schools, as well as to provide college scholarships to low-income students.

GEAR UP grants currently fund 87 programs that serve approximately 420,000 middle and high school students across the country.

Applications are due by July 7, and grants will be awarded by the end of September.

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Legislative Announcements, Calls to Participate and New Projects

U.S. Department of Education's Guidance Letter on Charter Schools' Legal Obligations to Individuals With Disabilities

<http://www.disabilityscoop.com/2014/05/15/feds-warn-charters-special/19368/>

The U.S. Department of Education issued a guidance letter in May 2014 outlining charter schools' legal obligations to individuals with disabilities, regardless of whether the schools receive federal funding. Included in the letter are reminders that students with disabilities cannot be discriminated against in admissions and disciplinary actions; and that parents with disabilities must be accommodated, e.g., with sign-language interpreters or Braille materials, when communicating with the school.

Disability.gov PSAs Challenge Assumptions about People with Disabilities

<https://www.disability.gov/newsroom/psa-download-center/>

Disability.gov recently released public service announcements (PSAs) in support of the message that people are not defined by their disabilities. Each of the eight PSAs features one of Disability.gov's "No Boundaries" participants. Each PSAs participant chose several words to describe him or herself to paint a broader picture of who they are. The PSAs are downloadable from the Disability.gov site.

2014 Southwest Conference on Disability Call for Proposals

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

The 2014 Southwest Conference on Disability will be held in Albuquerque, New Mexico, October 7-10, 2014, and the conference is soliciting proposals on the following themes of: "Disability, Diversity and Social Justice: Looking to the Future Through a Common Lens," "Life After a Brain Injury: Pathways to Increasing Quality of Life," and "Increasing the Quality of Life of Youth in Transition: Breaking Down Barriers." The deadline for proposals is June 15th, 2014.

PACER Legislative Alert – Supporting Youth With Disabilities

<http://house.gov/representatives/find/>

Congress is considering changes to the Workforce Investment Act and the federal Vocational Rehabilitation (VR) Program that assists youth and adults with disabilities to get the education and training they need to obtain and retain a job. While Congress is trying to strengthen the VR services that students with disabilities would receive as they transition out of high school, some possible changes would hurt families of youth with disabilities. PACER is asking families and others to call their representatives to make the following points critical to families and youth: (1) Oppose moving the Vocational Rehabilitation and Assistive Technology programs out of the Department of Education (the Senate version of this legislation seeks to move Vocational Rehabilitation to the Department of Labor and the Assistive Technology program to the Department of Health and Human Services, but separating these programs and moving them out of the Department of Education would disconnect them from a culture valuing parental involvement and the other programs that support students with disabilities, and such a move would damage the strong family connections and important services provided to youth and adults with disabilities by providing such services together in Department of Education); (2) Strengthen competitive employment awareness provisions (ensuring that young adults with disabilities transitioning from high school to employment are aware that jobs which pay the minimum wage and higher are available is an important aspect of providing individuals the opportunity to reach their potential, and the bill could be strengthened by ensuring that there are no exceptions to making sure young adults are made aware of the possibility of working in a competitive workplace, in addition to the non-competitive, often less than minimum wage, work possibilities). The phone numbers of Congressional Representatives can be found at the website.

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Special Education Resources Review for 2014

A Comprehensive Approach to Transition

Report

http://www.aucd.org/template/news.cfm?news_id=9955&id=17

The Association of University Centers on Disabilities (AUCD) has issued “A Comprehensive Approach to Transition,” a companion document to “A Collaborative Interagency, Interdisciplinary Approach to Transition for Adolescence to Adulthood.” The paper focuses on four ideas: Self-determination, or a student having a say in the important decisions of his/her own life, is at the heart of transition planning; everyone should understand the culture of the youth and his/her family when making and carrying out a transition plan; Everyone involved with the youth needs to work together; and Transition Planning should include all the perspectives and organizations that will affect the transitioning student.

Bridging the Gap: A Comparative Assessment of Vocational Rehabilitation Agency Practices with Transition-Age Youth

Working Paper

http://www.mathematica-mpr.com/publications/PDFs/disability/DRC_Bridginggap_wp.pdf

Mathematica Policy Research’s Working Paper, “Bridging the Gap: A Comparative Assessment of Vocational Rehabilitation Agency Practices with Transition-Age Youth,” analyzes the agency-level characteristics that promote positive employment outcomes for transition-age beneficiaries and finds that, compared to youth without disabilities, youth with disabilities face additional educational and vocational barriers when transitioning from school to work. State vocational rehabilitation (VR) agencies are joint federal-state programs that are intended to help youth (ages 16 to 24) with disabilities overcome these barriers, and assist individuals eligible for rehabilitation services in attaining employment. Available in pdf (591 KB, 28 pp).

Explaining Differentials in Employment and Wages between Young Adults with and Without Disabilities

Working Paper

http://www.mathematica-mpr.com/publications/PDFs/disability/explaining_differentials_wp.pdf

“Explaining Differentials in Employment and Wages between Young Adults with and Without Disabilities” estimates employment and offered wages of young adults with and without disabilities and finds new evidence that employment and wage offer gaps between adults with and without disabilities emerge early and are especially large for those with severe or mental limitations. The analysis used data from the National Longitudinal Survey of Youth 1997. Available in pdf (487 KB, 40 pp).

Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014391>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released “Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010-11 and 2011-12.” More students with disabilities graduated during the 2011-12 school year, according to recent data from the U.S. Department of Education. Still, data show about a 20% gap between those graduation rates and the rates of students without disabilities. The report showed 61% of students with disabilities graduated, compared with 80% of general-education peers.

The Condition of Education 2014

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014083>

The National Center for Education Statistics (NCES) at the Institute for Education Sciences, part of the U.S. Department of Education, has released “The Condition of Education 2014,” using the latest available data to summarize important developments and trends in education. The indicators on the status and condition of education represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available.

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**Latest Employment Opportunities Posted on
NASET**

Special Education Teacher, Paul A. Dever Elementary School

Boston, MA

Job Category: Special Education Teacher

BLUEPRINT SCHOOLS NETWORK

Overview

Blueprint Schools Network (Blueprint) is a nonprofit organization based in Massachusetts. Our work with schools around the country has shown that positive change is possible when five core strategies for school improvement are implemented together as a comprehensive package. These strategies include:

1. Ensuring every student has an excellent teacher and a school leader committed to their success;
2. Setting clear, consistent standards for academic achievement and establishing a school-wide focus on preparing all students for college;
3. Increasing instructional time;
4. Providing daily, small group tutoring to students using highly qualified and well-trained instructors; and
5. Collecting assessment data frequently to monitor each student's academic progress and tailoring instruction to meet the needs of all learners.

In late January 2014, Commissioner of Elementary and Secondary Education Mitchell D. Chester selected Blueprint to become the receiver for Paul A. Dever (Dever) Elementary School in Boston. As receiver, Blueprint will assume full responsibility for the day-to-day implementation of our five core strategies in order to provide an excellent education to all students who attend.

We are seeking highly-skilled teachers to serve students in the Therapeutic Learning Community (TLC) program. The TLC program is a substantially separate setting designed to support the needs of students identified with emotional disabilities. The program (also known as a Learning Applied Behavior (LAB) cluster), consists of 4 classrooms (8-9 students per class) servicing students in Grades 1-5. Each classroom is taught by a special education teacher and a full-time paraprofessional, with part-time support provided through a contract with Wediko Children's Services.

A Clinical Coordinator provides direct counseling services, family/community outreach, and as-needed crisis support for all students within the program.

TLC teachers are responsible for delivering high-quality instruction aligned to grade-level expectations and Common Core frameworks while also supporting students' social and emotional needs.

Our turnaround teachers:

- Are focused on results and have proven success in increasing student achievement;
- Influence and motivate others to reach their potential;
- Are solution-oriented and creative problem solvers with experience in data analysis;
- Understand, communicate and effectively interact with people across cultures;
- Continually reflect and seek feedback to improve their practice;
- Have demonstrated perseverance in their career and education;

- Thrive in a fast-paced, change-oriented environment;
- Possess strong pedagogical skills and are highly effective in delivering content; and
- Create systems and routines that ensure strong classroom management.

Qualifications:

- Bachelor's degree or higher from an accredited institution required
- Major/minor in specific teaching content area preferred
- Massachusetts teaching licensure required
- Certification in SPED required, Dual certification in SPED and/or ELL preferred
- CPI Certification required
- Experience working as a Special Education teacher in a substantially separate classroom and/or supporting students with emotional impairment strongly preferred
- Demonstrated experience in English Language Development (ELD) and Sheltered English Immersion (SEI) strategies strongly preferred
- Experience in urban, high-poverty, and/or turnaround schools preferred

To Apply: <http://blueprintschools.theresumator.com/apply/>

Interested candidates should apply through the Blueprint Schools Network online system. To apply, please submit resume, cover letter, and two professional references at <http://blueprintschools.theresumator.com/apply/>.

NOTE: Please indicate within your cover letter if you are a current staff member of Dever A. Elementary School.

Blueprint Schools Network is an equal opportunity employer. M/F/D/V

Special Education Teacher

San Diego, CA

Job Category: Education/Teaching

Description

ACES is dedicated to enhancing the quality of life for individuals and families impacted with Autism or other special needs. We provide comprehensive, professional services to maximize individuals' potential in the home, school and community, throughout their lifespan.

ACES is currently looking to hire a Teacher for the day class at **ACES** Academy NPS (moderate to severe). The hours would be M-F from 7am to 3pm*.

Must Meet the Following Requirements

- CA credential authorizing instruction for moderate to severe population or be enrolled in appropriate credential program and eligible for an internship credential
- Knowledge of ABA, TEACCH, and assistive technology
- Able to write, implement, and oversee implementation of behavior intervention plans -able to complete all IEP documents

- Successful at collaborating with other teachers, directors, SLPs, OTs, district case managers, and behavioral interventionists
- Demonstrate leadership skills -create and maintain a safe classroom environment
- Demonstrate skill in working with students in a positive, supportive manner
- Have knowledge of a variety of instructional strategies and curriculum that are effective with students across a variety of disabilities

Benefits

Employee Benefits for eligible employees (Medical, Dental, and Vision), PTO and competitive salary.

Contact

If you believe you have the dedication and desire to help create change for our clients, then we invite you to apply right away. You may submit your resume to careers@acesaba.com Please include a brief introduction & attach resume in .doc format. Please be sure to put "ACES Academy Teacher" in the subject line. You may visit our website at www.acesaba.com to learn more about ACES.

No Phone Calls Please. Due to the volume of resumes, we will contact only those candidates whose experience, education, availability and location match the current needs of ACES. Thank you for your interest and understanding.

Special Education

Mult. Locations in Southern Nevada

Job Category: K - 12 Special Education Teaching

Description

Clark County is home to Las Vegas, a southwestern oasis and one of the most exciting and diverse cities on the planet, featuring world class shows, concerts, and dining experiences. With the third highest number of sunny days in the nation, Clark County is an outdoor enthusiasts' paradise, with opportunities to enjoy Lake Mead, the Colorado River, Red Rock Canyon National Conservation Area, or the mountains and pine trees of nearby Mt. Charleston. Centrally located in the heart of the southwest, Clark County is only four hours away from the beaches of southern California, and McCarran International Airport averages about 980 daily flights to connect with the rest of the nation and the world.

Our focus on innovation makes us an ideal home for teachers in the high need areas of Math, Science and Special Education. During years of rapid growth, CCSD has built more than 110 new schools since 2000, including six new Career & Technical Academies and some of the top magnet schools in the nation. No matter your background or area of specialty, you will find a school that will be a perfect fit.

If you're ready to pursue one of our Licensed positions, you can create and complete an application online. An e-mail address is required to apply. Once your account has been created, you may return to update your application, add attachments, or view your application.

APPLY TODAY: WWW.VEGASTEACHING.ORG

Requirements

<http://vegasteaching.org/application-instructions>

Benefits

Health, Dental and Vision

Early Retirement

To Apply - <http://vegasteaching.org/teaching/apply/>

RSP Teacher / K-8 Learning Center Program 1.0 FTE

Ross, CA

Job Category: Certified Special Education Teacher

Job Description

To provide direct diagnostic and instructional services to students with disabilities in the core curriculum and to students who don't show adequate progress toward grade level goals; serve as an educational consultant to general education teachers by specifying what supplementary supports and aids are necessary for students to access and progress in the core curriculum; and meet the needs of accelerated students by offering enrichment groups with thematic lessons; project-based learning; and fieldwork.

Instruction: Teach access strategies to students and provide intensive intervention through differentiated activities. Promote greater independence for students progressing in the general education curriculum and accelerate the rate of achievement. Elicit greater student engagement; reinforce curriculum; and offer remediated instruction. Knowledge in the use of technology for skill building centers.

Case Management: Use results of diagnostic, evaluative and testing procedures to identify students, assess student progress and monitor growth. Participate in Data Decision Making (DDM) team meetings. Serve as case manager for special education eligible students by assessing and observing student progress on a regular basis and making changes to the IEP if student is not making appropriate progress. Develop goals appropriate to meet individual student's needs and keep updated progress on goals. Conduct individual academic assessments for initial and triennial evaluations. Interpret and write meaningful reports. Facilitate or participate in IEP team meeting. Train and direct instructional aides.

Educational Consultant: Share knowledge, resources and skills through collaboration with general education teachers. Assist, model and train classroom teachers on effective accommodations and modification techniques. Share joint responsibility for planning, assessment and instruction for students participating in the learning center. Incorporate more co-teaching opportunities in the service delivery model of instruction. Assist in how tech programs and applications can be generalized into general education classrooms. Assist administration and staff (in-services, workshops, etc.) in the development of new and innovative programs to assist in meeting the needs of students in the general education classroom. Establish and maintain channels of communication with home and related agencies as necessary.

Job Requirements

Credential Requirements: Multiple Subject Credential and Mild to Moderate Special Education Credential. Masters Degree in special education and additional single subject credential in math preferred.

Job Benefits

Full-time position. Salary determined by years of experience and education. Employee-only benefits.

Contact Information

Please apply via EDJOIN: <http://www.edjoin.org/viewPosting.aspx?postingID=580182> If questions, please call **Sarah Hornstein** at 415-457-2705 x.210.

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

New York

Job Category: Master Middle School Teacher

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

The Equity Project Charter School is a 5th through 8th grade middle school serving low-income students in the Washington Heights neighborhood of New York City. In each of the past 2 years, TEP has earned an overall grade of "A" from the NYC Department for Education and placed in the top 10% of all public middle schools in New York City.

Featured in The New York Times and on 60 Minutes, TEP is the school that pays its experienced teachers a \$125,000 salary to work on a team of master practitioners in an environment that values and develops teaching excellence.

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

Benefits:

\$125,000 Salary

Contact:

Email: jobs@tepcharter.org

Telephone: 646-254-6451

Website: www.tepcharter.org

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

Special Education Teacher

Mesa, Arizona

Job Category: Special Education Teacher

Mesa Public Schools is committed to providing unprecedented excellence in education. We believe in holding all students to high academic expectations and providing the resources and support to ensure that each student is equipped with the skills, attitudes and values necessary for success in life.

A community that cares about education, a quality staff and exceptional students make Mesa Public Schools one of the finest public school districts in the nation.

Mesa Public Schools is located in Mesa Arizona. Mesa is just a few miles away from Phoenix. Mesa is the largest school district in Arizona with an enrollment of over 64,000 students. We have 51 elementary, nine junior high, six comprehensive high schools and 16 choice and succeed schools in a 200 square mile district.

Mesa Public Schools has a nationally recognized Special Education Department. Please visit our website at www.mpsaz.org/hr for our on-line application process. We are currently hiring for next school year. We have openings in all areas of Special Education. Candidates must be highly qualified and properly certified to teach in the state of Arizona. We have a competitive salary and benefits package and excellent support for our new and experienced teachers. For further information please contact Liz Biggs at eabiggs@mpsaz.org.

Prepster Support Teacher

Nashville, TN

Job Category: Teacher and Interventionist

Description:

At the core of Intrepid College Prep's vision is the unwavering belief that all students, regardless of their socioeconomic status or educational background, deserve a high-quality, college preparatory education. With this core belief, we are targeting a student population that faces academic adversity based on factors such as income level or home language. Intrepid College Prep has approached development of the educational program very deliberately to meet prepsters where they are instructionally and accelerate them to achieve mastery at and above grade level.

The Prepster Support Teacher works with Blue Chip Teachers, the Director of Academic Achievement and Prepster Support Coordinator to ensure our prepsters have the academic supports necessary to excel.

This position requires:

- At least one year teaching in an urban setting.
- B.A., B.S. or other bachelors degree from a four-year institution
- Special Education certification
- Grit: A commitment to do whatever it takes to achieve aggressive gains for students who are academically behind.

Responsibilities include:

- Draft IEPs, monitor progress toward academic and behavior goals, issue parent communication about IEP meetings

- Ensure teachers are utilizing best practices and implementing effective and appropriate curricula
- Work with the leadership team to organize professional development workshops regarding delivery of special education instruction and services
- Accommodate student work packets, and homework to ensure students have the right amount of scaffolding to reach common learning objectives.
- Collaborate with Prepster Support Team to ensure that instruction is always meeting the needs of all learners
- Support advisory duties for a group of students, including home check and consistent family communication.
- Reflect and grow as an educator by engaging with peers and leaders constantly through frequent in person and video observations and implementing feedback
- Have structured planning time built into the school day to plan the highest quality lessons.
- Follow RTI protocols to identify students that may have a learning disability.

Benefits:

We offer a generous compensation package. All staff members are equipped with the tools needed to succeed, including a dedicated work space, laptop computer, email, high-speed internet access, and all necessary supplies. Compensation is highly competitive; teachers are eligible to participate in the MNPS Retirement System.

Contact:

Mia Howard
Executive Director

(615) 810-8443

mhoward@intrepidcollegeprep.org

<http://intrepidcollegeprep.org>

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Upcoming Conferences, Workshops and Events

2014

July

Check & Connect Comprehensive Implementation Training

Training

July 9, 2014 - July 11, 2014

Johnston, SC

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

Check & Connect (C&C), an evidence-based student engagement and dropout prevention intervention implemented in schools and community youth agencies nationally in the U.S. and abroad, helps schools, districts, and community agencies reduce truancy, dropout rates, and/or behavior referrals among K-12 students. C&C is easily integrated into existing universal interventions, such as PBIS and Early Warning Systems. This 2-day training for education administrators, lead staff, site coordinators, and mentors will provide skills and knowledge in how to start implementing C&C. Participants will gain an overview of C&C and its background; information on how to prepare their site to implement C&C; and the information, competencies, and skills needed to be an effective C&C mentor.

Community Works Institute's Summer Institutes For Educators

Institute

July 14, 2014 - July 18, 2014

Shelburne, VT

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

Community Works Institute (CWI) will hold the first of two 2014 Summer Institutes on Place, Service-Learning, and Sustainability, the CWI-East Summer Institute, in Shelburne, VT, July 14-18, 2014. Early-bird registration is available through February 28, 2014. CWI's Summer Institutes are professional gatherings that focus on curriculum design and planning, using field tested service-learning best practices and principles of sustainability. Educators attending can learn concrete ways to engage K-16 students in academically-based service that contributes to sustainable communities.

Check & Connect Comprehensive Implementation Training

Training

August 14, 2014 - August 15, 2014

St. Paul, MN

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

Check & Connect (C&C), an evidence-based student engagement and dropout prevention intervention implemented in schools and community youth agencies nationally in the U.S. and abroad, helps schools, districts, and community agencies reduce truancy, dropout rates, and/or behavior referrals among K-12 students. C&C is easily integrated into existing universal interventions, such as PBIS and Early Warning Systems. This 2-day training for education administrators, lead staff, site coordinators, and mentors will provide skills and knowledge in how to start implementing C&C. Participants will gain an overview of C&C and its background; information on how to prepare their site to implement C&C; and the information, competencies, and skills needed to be an effective C&C mentor. Registration deadline: July 25, 2014.

Community Works Institute's Summer Institutes For Educators

Institute

July 28, 2014 - August 1, 2014

Los Angeles, CA

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

Community Works Institute (CWI) will hold the second of two 2014 Summer Institutes on Place, Service-Learning, and Sustainability, the CWI-West Summer Institute, in Los Angeles, CA, July 28-August 1, 2014. Early-bird registration is available through February 28, 2014.

CWI's Summer Institutes are professional gatherings that focus on curriculum design and planning, using field tested service-learning best practices and principles of sustainability. Educators attending can learn concrete ways to engage K-16 students in academically-based service that contributes to sustainable communities.

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Funding Forecast and Award Opportunities

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

<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 2014 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.

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, 2014.

Arthur Vining Davis Foundations Seeks Proposals to Strengthen Secondary Education

<http://www.avdf.org/FoundationPrograms/SecondaryEducation.aspx>

The Arthur Vining Davis Foundations offers \$100,000-\$200,000 grants to support a wide range of innovative professional development programs that strengthen teachers in grades 9-12 and their teaching. For example, projects might be designed to improve professional development for in-service and pre-service teachers, strengthen teaching skills, support practical research in teacher and high school education, or encourage innovative use of technology and new techniques for presentation of classroom materials in high schools. Projects should aim to develop solutions with potential for wide application or replication by others. Requests to support well-established programs should be for initiatives with the potential to improve the program significantly. Special consideration will be given to projects in their early stages that address the concerns and problems of secondary education on a national level. In considering proposals to support high school teaching, sustained partnerships between the faculties of colleges (e.g., arts and sciences and education) and school districts, or collaborative efforts involving reform organizations, colleges/universities, and high schools are encouraged. Eligible institutions include but are not limited to public and private colleges and universities, graduate schools of education, and freestanding educational institutes. Ongoing deadlines.

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.

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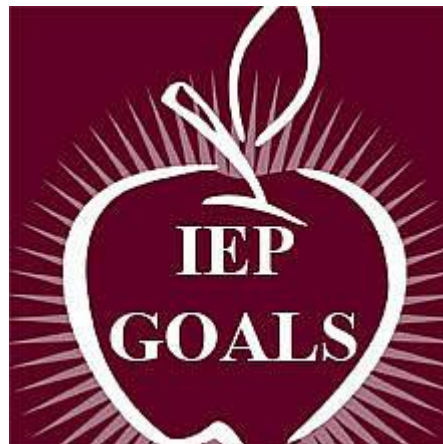
- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at

<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

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NASET Application for iPad and iPhone



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