

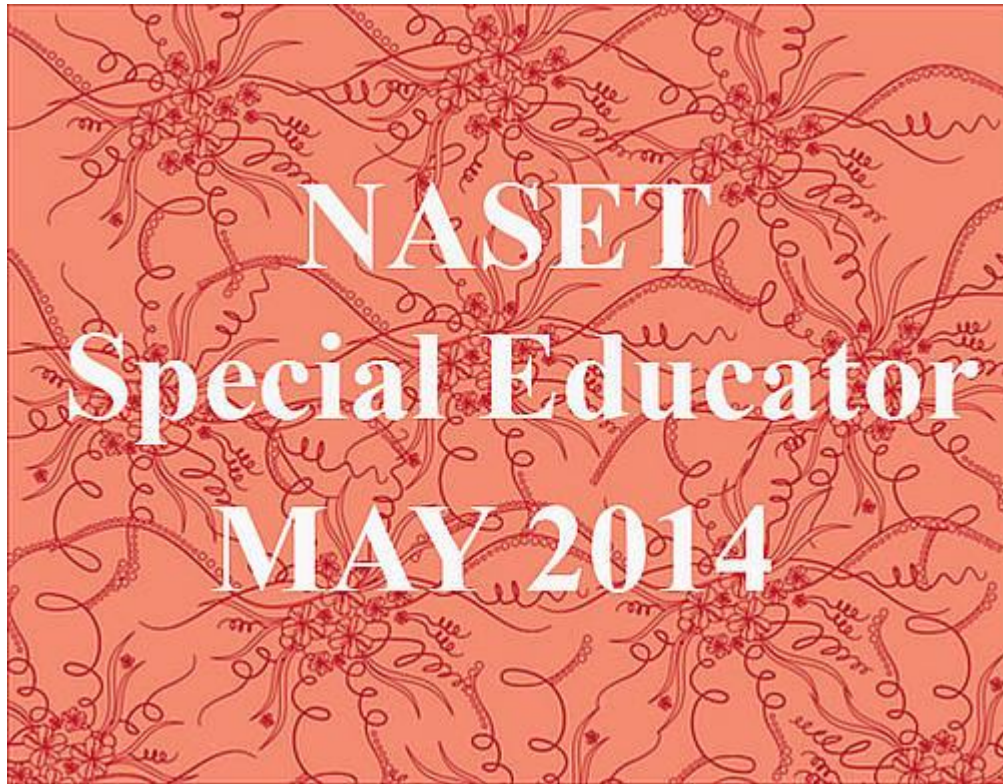


Table of Contents

- [Update from the U.S. Department of Education](#)
 - [Legislative Announcements, Calls to Participate and New Projects](#)
 - [Special Education Resources](#)
 - [Latest Employment Opportunities Posted on NASET](#)
 - [Upcoming Conferences and Events](#)
 - [Funding Forecast and Award Opportunities](#)
 - [Acknowledgements](#)
-

NASET Sponsor - University of Nebraska



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

NASET Sponsor - Drexel University Online



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

NASET Sponsor - University of Kansas



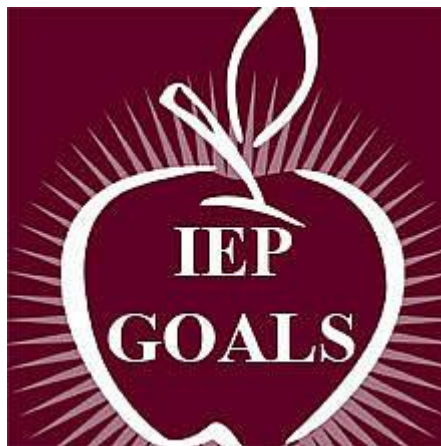
To learn more click on the image above or - [Click here](#)

NASET Sponsor - University of Cincinnati



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

NASET Application for iPad and iPhone



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

Update from the U.S. Department of Education

Bringing the Tech Revolution to Early Learning

Why do I advocate for “early tech”? I’ll give you three good reasons: my granddaughters Ella, Clara, and Zayla. I’ve seen the way technology has helped them to take charge of their own learning and opened doors to subjects and activities that really catch their interest.

It’s nothing short of amazing to think about how far we’ve come in the past ten years. Our children – and our grandchildren – pick up a device and instantly know how it works. They shift seamlessly from a hand-held device to a laptop or desktop and back again.

Whether we’ve seen it firsthand in our families, read about it in the papers, or heard about it from our friends and co-workers, we know that technology can be a great tool for early learning. That’s why America’s early learning community – and anyone who wants to help build a brighter future for the next generation – must make smarter use of these cutting-edge resources, provide better support for the teachers who use them, and help ensure that all our young children have equitable access to the right technology. “Early tech” can be an incredible tool to increase access and quality, when we understand how to use it for good.

Today, devices can not only bring the world to our students, but they also can bring what children create to the world. Kids can generate their own media through digital still and video camera and recording applications and, if they want, share it with students around the world. Our kids have the power to learn so much from their own creativity – creativity that technology supports and encourages.

In short, technology can spark imagination in young children, remove barriers to play and provide appropriate learning platforms as tools for reflection and critical thinking. It also offers children the ability to reflect easily by erasing, storing, recalling, modifying and representing thoughts on tablets and other devices.

As an educator, I’m excited by the almost limitless potential of really good technology to teach children new skills and reinforce what they already know. Tablets, computers, and hand-held devices, like smart phones and mp3 players, can be powerful assets in preschool classrooms when they’re integrated into an active, play-based curriculum. The National Association of Educators of Young Children, a leading organization that promotes early childhood education, agrees: technology and interactive media should be used intentionally to support learning and development.

What’s more, recent research has found that when used properly, technology can support the acquisition of what are called “executive functioning skills,” such as collaboration, taking turns, patience, and cooperative discussion of ideas with peers.

Technology can also dramatically improve communication and collaboration between each child’s school and home. With the click of a mouse or the touch of a screen, teachers can connect with parents, updating them about student’s academic progress or providing information about an upcoming school event.

While we know its power to transform preschool classrooms, systemic and cultural barriers have prevented the early learning field from fully embracing technology. Preschools often have limited funding and few good hardware and software choices. At times, early learning teachers and directors have actually had less exposure to technology than their students have. They fear that technology won’t be developmentally-appropriate and that devices will distract students from rich, play-based classroom experiences. Teachers have told me they are daunted by the task of selecting the right apps and devices.

We need to change this way of thinking – and the systems behind it.

We need all early learning centers to have broadband access like that provided to schools. As the ConnectED Initiative works to ensure all schools and libraries have the infrastructure to take advantage of learning powered by technology, we also need to make sure all Head Start and community-based preschool programs are included, so our youngest children can take advantage of these tools.

Center directors, school principals and other early learning leaders must step up and lead by example, facilitating the successful use of technology, particularly in preschool settings. Teachers shouldn't – and can't – be alone in this endeavor. They need fearless principals and administrators who will advocate for pre-service and in-service learning that supports teacher understanding of how to use technology in early learning settings.

At the same time, we need more models of how technology works in early learning classrooms. Technology strengthens and deepens classroom instruction. It can extend and support a child-centric, play-based curriculum just as other manipulatives do, including wooden blocks, magic markers or a classroom pet – but in a format that can be accessible far beyond the classroom. But, in order to make effective use of these new strategies, teachers need to see them in practice – and that currently isn't happening in enough places.

We need research that helps identify effective technology tools to support learning – and we need this research to be completed on a timely basis. A study that takes three years to complete doesn't help educators and parents make informed decisions today. We need more places like The Joan Ganz Cooney Center to help us understand the challenges of educating children in a rapidly changing media landscape.

We also need easier ways to find the best tools and apps. We need more programs like Ready To Learn, which has adapted its former TV-only content to new platforms and is now available to all families and children across the country.

And last, but certainly not least, we need more funding for early learning. When Congress passes legislation to implement and fund the President's Preschool for All proposal, we will have the financial resources to drive the tech revolution that we so urgently need in our early learning system.

We have, quite literally, tens of millions of reasons for taking action in all our precious children and grandchildren. Each and every one of them deserves a great start in life – and that's exactly what "early tech" helps to provide.

Libby Doggett is Deputy Assistant Secretary for Policy and Early Learning in the Office of Elementary and Secondary Education at the U.S. Department of Education

Teen Dating Violence and Sexual Assault in Schools: Resources and a Call to Action

Every year, about 1 in 10 American teenagers experiences physical violence at the hands of a boyfriend or girlfriend, and many others are sexually and emotionally abused. Dating violence can inflict long-lasting pain, putting survivors at increased risk of substance abuse, depression, poor academic performance, suicidal ideation, and future violence. The U.S. Department of Education is dedicated to working with students, families, educators, and communities to prevent abuse and support survivors.

In one Texas high school, a student was raped in the band room. After reporting it to her teacher, she was told to confront her attacker to discuss what happened. The school district then accused the teenager of "public lewdness" and then removed her from her high school. She – and the rapist – were sent to the same disciplinary school.

Rather than supporting her, she was punished by the people charged with protecting her. The Department of Education's Office for Civil Rights investigated and found that the school had violated Title IX, a federal law prohibiting sex discrimination in education. As part of the settlement, the district agreed to, among other things, revise its policies and procedures, provide mandatory annual training for staff, and designate a counselor at each school as "on call" for students reporting sexual harassment.

The Department of Education, our federal partners, and countless schools and colleges nationwide are committed to preventing incidents like this. We are working together to raise awareness, develop effective prevention strategies, and educate young people about healthy relationships. We recognize that the real work of preventing teen dating violence and sexual assault happens at the local level, in schools, in homes, and in community centers across the nation. Schools must clearly communicate that they will not tolerate violence of any kind, will respond to any students who report it, and will hold offenders accountable. It is also critical that we support those students who have experienced violence, which may include providing access to academic support or counseling.

The Department is vigorously enforcing compliance with Title IX and the Clery Act—laws that help make our schools safer. If you, a friend, or a loved one, is in an abusive relationship, the National Dating Abuse Helpline will offer immediate and confidential support. To contact the Helpline, call 1-866-331-9474, text “loveis” to 22522, or visit www.LoveIsRespect.org.

How Can the Department of Education Increase Innovation, Transparency and Access to Data?

Despite the growing amount of information about higher education, many students and families still need access to clear, helpful resources to make informed decisions about going to – and paying for – college. President Obama has called for innovation in college access, including by making sure all students have easy-to-understand information.

Now, the U.S. Department of Education needs your input on specific ways that we can increase innovation, transparency, and access to data. In particular, we are interested in how APIs (application programming interfaces) could make our data and processes more open and efficient.

APIs are set of software instructions and standards that allow machine-to-machine communication. APIs could allow developers from inside and outside government to build apps, widgets, websites, and other tools based on government information and services to let consumers access government-owned data and participate in government-run processes from more places on the Web, even beyond .gov websites. Well-designed government APIs help make data and processes freely available for use within agencies, between agencies, in the private sector, or by citizens, including students and families.

So, today, we are asking you – student advocates, designers, developers, and others – to share your ideas on how APIs could spark innovation and enable processes that can serve students better.

To weigh in, you can email APIRFI@ed.gov by June 2, or send your input via other addresses as detailed in the [online notice](#).

The Department wants to make sure to do this right. It must ensure the security and privacy of the data it collects or maintains, especially when the information of students and families is involved. Openness only works if privacy and security issues are fully considered and addressed. We encourage the field to provide comments that identify concerns and offer suggestions on ways to ensure privacy, safeguard student information, and maintain access to federal resources at no cost to the student.

Through this request, we hope to gather ideas on how APIs could be used to fuel greater innovation and, ultimately, affordability in higher education.

David Soo is a senior policy advisor at the U.S. Department of Education

Obama Administration Approves NCLB Flexibility Request for Illinois: Total of 43 States, Washington, D.C. and Puerto Rico Now Approved for Waivers

The Obama administration approved Illinois for a waiver from the No Child Left Behind Act (NCLB), in exchange for state-developed plans to prepare all students for college and careers, focus aid on the neediest students and support effective teaching and leadership.

Since fall 2011, 45 states, Washington, D.C., Puerto Rico and the Bureau of Indian Education have requested waivers from NCLB in order to implement next-generation education reforms that go far beyond the law's rigid, top-down prescriptions. The U.S. Department of Education has now approved requests from 43 states, Puerto Rico and Washington, D.C., with other applications still pending.

“Illinois leaders have been moving forward with education reforms, and this flexibility from the prescriptive measures of NCLB will help them continue that work,” said Secretary of Education Arne Duncan. “A strong, bipartisan reauthorization of the Elementary and Secondary Education Act remains the best path forward for education reform, but as Illinois and other states have demonstrated, our kids can’t wait any longer.”

Federal education law has been due for Congressional reauthorization since 2007. In the absence of reauthorization, President Obama announced in September 2011 that the administration would grant waivers from NCLB to qualified states.

The previous 42 states that have been approved for waivers from NCLB include: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Tennessee, Utah, Virginia, Washington, West Virginia and Wisconsin. Washington, D.C. and Puerto Rico have also been approved for waivers.

Iowa and Wyoming, plus the Bureau of Indian Education, have outstanding requests for waivers.

The five states that have not yet requested flexibility include: California, Montana, Nebraska, North Dakota (request withdrawn), and Vermont (request withdrawn). The Department approved a separate request for waivers from the CORE districts in California.

[To top](#)

NASET Sponsor - Drexel University Online



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

Legislative Announcements, Calls to Participate and New Projects

Bureau of Labor Statistics Releases Youth Employment Rate Numbers for March 2014

<http://www.dol.gov/odep/categories/youth/youthemployment.htm>

Employment data for youth with and without disabilities is obtained from the Current Population Survey (CPS), a monthly survey of households conducted by the U.S. Census Bureau for the Bureau of Labor Statistics, and reported in the March 1914 “Youth Employment” statistics.

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.

[To top](#)

NASET Sponsor - University of Kansas



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

Special Education Resources

Institute for Community Integration Releases Policy Research Brief on Community Living (2014)

Policy Research Brief

<http://rtc.umn.edu/prb/214/>

Employment First policies are spreading across the country as a mechanism to improve employment support systems and outcomes for people with disabilities. The Policy Research Brief, "RTC on Community Living," published by the Research and Training Center on Community Living at the University of Minnesota, uses an online, interactive design to show how states are adopting Employment First policies and connects readers with the actual policies and additional resources to advance employment.

7 Steps for Success (2014)

Guide

<http://www.cec.sped.org/Tools-and-Resources/CECommunity/Transition-Publications>

The Council for Exceptional Children has released "7 Steps for Success," a book on the transition from high school to college. This transition is challenging for any student, but for young adults with disabilities, it can be even more difficult. In addition to increased academic demands and less structure and support, students have to navigate a disability services system very different from the one they knew in high school. This practical guide describes how the system for accommodations works and students' rights and responsibilities within that system, uses the voices of actual professionals and college students to explain the skills and strategies students should develop while they are in high school to ensure success in college, and answers questions students with disabilities frequently ask about disclosing their disability in the admissions process.

Simply Said: Introducing Vocational Rehabilitation Services (February 2014)

On-Line Video

<https://www.youtube.com/watch?v=vT9pKlcTQMg>

Planning for employment and post-secondary education is an important step in preparing young adults with disabilities for life after high school, and it's never too early to begin the planning process. In this short "Simply Said" video, youth with disabilities will learn how their local Vocational Rehabilitation Services (VRS) counselor can help them be successful at school, at work, and in the community.

Supportive School Discipline Series (2014)

Archived Webinars

<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>

Continuing the efforts of the Federal Supportive School Discipline Initiative, the U.S. Departments of Justice and Education hosted a Supportive School Discipline (SSD) Webinar Series in 2013-2014. The Series is designed to increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system, and provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.

IES Releases Synthesis of Research on Improving Reading Outcomes (February 2014)

Report

<http://ies.ed.gov/ncser/pubs/20143000/>

The Institute of Education Sciences (IES) has released "Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers," a report on improving reading outcomes for students with or at risk for reading disabilities. The synthesis describes what has been learned from research grants on improving reading funded by the Institute of Education Sciences (IES) National Center for Special Education Research and National Center for Education Research and published in peer-reviewed outlets through December 2011.

Supportive School Discipline Initiative (February 2014)

Report

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

The Supportive School Discipline Initiative (SSDI) has released an “Overview of the Supportive School Discipline Initiative” report. SSDI is a collaboration begun in 2011 between the U.S. Departments of Education and Justice to target harsh and exclusionary school disciplinary policies and in-school arrests that push youth out of school and into the justice system, a process also known as the school-to-prison pipeline. The Overview summarizes and provides links to recent findings on the impact of school disciplinary practices on students’ academic success and juvenile justice involvement.

Universal Design in the News at the Center for Universal Design in Education (2014)

Resource List

<http://www.washington.edu/doi/CUDE/>

The Center for Universal Design in Education (CUDE) at the University of Washington has added a new item to its resource collection, “Universal Design in the News,” which shares recent articles and posts relevant to the application of universal design in education: to instruction, to student services, to physical spaces, and to information technology.

Friends: Connecting People with Disabilities and Community Members (November 2013)

Manual

http://ici.umn.edu/index.php?products/view_part/579/

“Friends: Connecting People with Disabilities and Community Members” is a manual from the Institute on Community Integration’s Research and Training Center on Community Living that provides concrete “how-to” strategies for supporting relationships between people with disabilities and other community members. It describes why such friendships are important to people with disabilities and why it is important to promote community belonging and membership. The manual includes specific activities to guide users in creating a plan for connecting people. This manual is designed for agency staff, but can also be used by parents, support coordinators, teachers, staff, and people with disabilities to support community relationships. Additional Activity Worksheets are available.

eTrac Online Job-Seeking Information

<http://www.youtube.com/watch?v=1Tr-wugIZOU>

eTrac provides job seeking/retention information in a YouTube video to help promote independence and confidence. Midwest Special Services (MSS), a non-profit serving adults with disabilities, developed eTrac based on their own experience and best practices to help job seekers achieve employment success. The program walks the job seeker through every step, from the initial job search, to the interview process, and the skills necessary to retain and advance at work. Assistance accessing the on-line video (for information on pricing or to pre-view a demo copy of the program) is available from MSS by emailing or calling Josh Franzen (jfranzen@mwsservices.org or 651-777-7220).

Alliance for Excellent Education Archived Webinar: Assessing Deeper Learning: The Ohio Performance Assessment Pilot Project (January)

Archived Webinar

<http://all4ed.org/webinar/jan-16-2014/>

The Alliance for Excellent Education, after hosting “Assessing Deeper Learning: The Ohio Performance Assessment Pilot Project,” a January 16 webinar on using curriculum-embedded performance measures to learn and demonstrate deeper learning competencies students need for college and a career, archives the event. The webinar focused on the Ohio Performance Assessment Pilot Project (OPAPP), which includes a system of learning and assessment tasks aligned with the Common Core State Standards. OPAPP includes sustained, collaborative professional learning through all components of the program, including formative assessment to support student learning, technical training, and writing and scoring of assessment tasks. It explores the use of performance tasks to elicit and assess complex thinking and communication skills and what this means for designing curricula and varied structures for professional learning to provide teachers with the knowledge and skills to help all students attain high-level cognitive and intrapersonal skills.

Lessons of Reciprocity and Relationships (January 2014)

Essay

<http://tinyurl.com/n8jtnpd>

“Community Works Journal,” an on-line magazine for educators, has posted “Lessons of Reciprocity and Relationships” as a featured essay on service learning and making sure that both the volunteers and the population they are working with feel the real benefits of their relationship, and that the activity is purposeful and empowers all those involved.

The Soul of a Teacher (January 2014)

Essay

<http://tinyurl.com/kdwt455>

“Community Works Journal,” an on-line magazine for educators, has posted “The Soul of a Teacher” as a featured essay on the importance of keeping in touch with the unique experience of each teacher’s interactions with the students and with other educators. Each learning opportunity, each conversation, each perception, is worth taking the time to listen for it, and to allow and encourage it to be expressed, and not letting it be lost under the weight of standards, testing, scales, and standardized curricula.

Vera Institute Launches Status Offense Reform Center Web Site (December 2013)

Toolkit & Resources

<http://www.vera.org/project/status-offense-reform-center>

The Center on Youth Justice at the Vera Institute of Justice has launched the online Status Offense Reform Center. This Website, supported by funding from the MacArthur Foundation’s Models for Change Resource Center partnership, is a one-stop shop of resources for policymakers and practitioners interested in diverting youth engaged in noncriminal offenses – such as truancy or running away – from entering the juvenile justice system. This interactive site provides a toolkit for planning, implementing, and sustaining status offense system reforms; profiles of reform efforts nationwide; research briefs; Webinars; podcasts; a blog; and a help desk.

[To top](#)

NASET Sponsor - University of Cincinnati



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

Latest Employment Opportunities Posted on NASET

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 scaffolded 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>

Special Education Teachers - Awsaj Academy **(Qatar)**

Doha, Qatar

Job Category: Special Education Teacher

Multiple Special Education Teaching Positions Doha, Qatar

Awsaj Academy (2 positions)
Middle School Interventionist/Teacher
Elementary School Interventionist/Teacher
Awsaj Teaching and Learning Center (1 position)
Elementary Special Education Teacher
Closing Date: May 10, 2014
Start Date: August 1, 2014

Job Description:

Awsaj Academy, a university lab school tightly connected to our research unit, is a college-bound school serving students with learning challenges in Kindergarten through Grade 12 and is dually accredited by Council of International Schools (CIS) and Middle States Association of Colleges and Schools. The expectation for all students is that they will receive a high school diploma and be college or career ready upon graduation. Students are taught in classrooms of no more than ten students per class. Teachers use evidence-based instructional practices to meet the individual needs of students with additional support provided through the ATLC.

The Awsaj Teaching and Learning Center (ATLC) is part of Awsaj Academy and Qatar Foundation, provides support to Qatar Foundation schools, the community and Awsaj Academy. The highly trained professionals in this center design and develop plans to meet the needs of individual students offering services in academic support, speech therapy, occupational therapy, and educational assessment. The center also provides consultation services, evaluations and professional development.

About the Location:

Qatar is a beautiful, modern country situated on a peninsula in the Arabian Gulf located near United Arab Emirates, Saudi Arabia, and Bahrain. It has a moderate desert climate of hot summers and pleasant, mild winters. Qatar is an Islamic state and its 1.7 million residents are governed by a constitutional monarchy. Approximately 50% of the population lives in the capital city of Doha which is a modern and rapidly developing city. The majority of its residents are expatriates.

Awsaj Academy and other schools are a part of an education complex known as Education City, an educational district on the outskirts of Doha, in the city of Al-Rayyan, Qatar, opened in 2001 by the non-profit group, Qatar Foundation. Education City houses educational institutions including schools, research centers, university campuses, and an equestrian center. Qatar Foundation has schools in both Doha and Al Khor providing education at every level, from elementary school through to university. With a total of nearly 4,000 students, representing around 90 different nationalities, the extensive campus boasts some of the world's best educational institutions, all housed in state-of-the art facilities. In addition to schools, a new Qatar National Library building is set to open within the Education City campus in 2014.

Enjoy an adventure of a lifetime where you can travel the world and discover new cultures. For more information about Qatar, please visit: www.qatartourism.gov.qa

Qualifications:

- Licensed or certified as a teacher or special education teacher;
- Minimum Bachelors degree;
- 2 years of teaching experience is required;
- Training and experience with Response to Intervention model, School-wide Literacy model, and School-wide Positive Behavior Intervention and Supports is preferred;

- Strong knowledge of second language learner variables and how cultural-environmental differences impact student success level;
- Background in ELL, remedial reading or special education

Base Salary: From \$38,000 to \$51,000 USD;

Bonus: Annual one month basic salary;

Benefits:

- Global medical insurance;
- Private school tuition for dependents;
- Life insurance;
- Tax free advantages;
- Housing and utilities provided;
- R/T air to home country annually;
- Savings potential (up to 50% of salary)

Contact:

Application materials including a Search Information brochure are available from the Consultant. The following application materials are required for an application file to be complete.

1. Letter of Interest (stating preferred position);
2. Completed Application form;
3. Current Resume or Curriculum Vitae;
4. One page Statement of Philosophy of Education explaining Response to Intervention (RTI);
5. Letters of Reference (3-5 preferred, within last 3 years)

Submit Application Materials to the Search Consultant electronically by e-mail attachment to:

Greg McKenzie, Search Consultant,
Window to Leadership, LLC,
1470 Rosemont Road,
West Linn, Oregon, USA 97068

Phone: 503-752-2438

E-mail: gregmckenzie@att.net or
gregmckenzie@window2leadership.com

Special Education Teacher

Washington, DC 20002

Job Category: Special Education Teacher

Description

Special Education Teachers are responsible for ensuring that students with Individual Education Plans (IEPs) receive appropriate and consistent instruction and services as prescribed by their IEP. Specialists participate in weekly meetings, develop a schedule to the needs of all of the special education students, collaborate with general education teachers, and provide appropriate instruction toward student needs and IEP hours.

Additionally, Special Education Teachers monitor progress and conduct meetings with teachers (weekly) and with parents (regularly) to ensure all students gain the skills and knowledge necessary to advance. Special Education Teachers work closely with the principal, leadership team, and teachers and embrace the **Center City PCS** philosophy that special education is not a destination, but a stepping stone. In addition to the faculty member expectations described below, there may be additional responsibilities required as scholar needs arise.

Requirements

A **Center City PCS** Special Education Teacher is expected to work with school staff to help create an environment that is rich with high expectations and rigor combining specific and constant reinforcement of scholar work and effort.

Compensation

Center City PCS offers a highly competitive salary, bonus and benefits package. **Center City PCS** is an equal opportunity employer.

Contact

Please apply online: <https://home2.eease.adp.com/recruit2/?id=6534882&t=1>
Also, send your resume to jobs@centercitypcs.org

We will be hiring on a rolling basis.

Special Education Teacher

San Jose, CA

Job Category: Special Education Teacher- Autism (California-Certification)

Description:

The Creekside School is hiring credentialed teachers to join our small, progressive, private and nonpublic special education school serving students on the autism spectrum at the moderate/severe level in grades 1-12. We are seeking experts in autism and/or AAC to lead our 11-15 year old classroom, focusing on adaptive daily living skills and functional academics that can be generalized into everyday life and work experiences. The Creekside School strives to deliver an exceptional, individualized educational program to students who have the most challenges in communication and sensory processing. Our program is growing fast, and there are several growth opportunities within our organization for proven effective leaders and passionate professionals as our program expands. Please visit our website careers page for a more detailed job description and instructions on how to apply. (www.creeksideschool.org/careers) We look forward to learning about you and what you can contribute to our organization. Let's grow together!

Minimum Qualifications:

- Bachelor's degree in education, psychology, or related field AND a current California Level I or Level II Education Specialist Instruction Credential (Moderate-Severe or Mild/Moderate with an additional authorization to serve those with autism)
- 1 year of experience as a lead teacher/educator in a classroom setting
- 3 years experience working with those on the autism spectrum and/or working with students who are moderate to severely affected by a developmental disability in a professional setting
- 3 years experience collaborating with other professionals (therapists, staff) on a student's IEP team
- 1 year of experience completing and presenting lesson plans, formal and informal assessments, progress reports, and IEPs for students with special needs

Benefits:

- Highly competitive, negotiable salary
- 8 weeks of fully-paid vacation time
- Matched 401(k) plan
- Fully-paid medical, dental, vision, and life insurance plan
- Annual performance-based spot bonus
- Generous classroom, equipment, and supply budget
- Generous professional development budget
- Low caseload (5 students)
- Highly qualified teaching assistants

- Active support and collaboration from other teachers, administrative staff, speech therapists and occupational therapists
- Fun, hard-working, team atmosphere

Contact:

Please email your resume to Kelly Ettinger, Executive Director at Kelly@creeksideschool.org Please also check out our website at: www.creeksideschool.org

Director of Student Supports

Nashville, TN

Job Category: Special Education Administrator

Description:

RePublic Schools is a network of no excuses, college preparatory, open enrollment public schools. Our mission is to reimagine the public school experience for scholars in the South.

RePublic currently leads **Nashville Prep** and **Liberty Collegiate Academy**. In 2013, Nashville Prep and Liberty Collegiate were ranked as the top two performing charter schools in Tennessee by Stanford University. This fall, RePublic will open the **Nashville Academy of Computer Science**.

RePublic's Director of Student Supports (DSS) will work closely with each school leadership team and report to RePublic's Partners. The DSS will work to develop a robust and effective vision and strategy for serving students with special needs.

Qualities:

- Belief that all students can achieve academic excellence and deserve access to a high-quality education
- Team player and an optimistic, "whatever it takes" attitude
- Ability to inspire and motivate others
- Reflective and dedicated to personal growth
- Excellent communication and interpersonal skills
- Ability to exercise excellent judgment in decision-making

Qualifications:

- A bachelor's degree
- Extensive experience working with students with special needs
- Passionate belief in RePublic's mission, values, and educational model

- Ability to thrive in a fast-paced, entrepreneurial environment with a capacity to remain calm and focused when faced with unexpected challenges
- Ability to establish a vision and goals
- Obsessive attention to detail
- Ability to manage multiple projects and assignments simultaneously
- Ability to take initiative, prioritize tasks, and work independently
- Sense of humility in the face of success

Key Responsibilities:

- Develop and manage a sustainable, compliant, and effective Student Supports program at RePublic Schools
- Manage relationships with host districts and state departments of education
- Develop efficient and effective processes through which RePublic students have access to high-quality special education services
- Coach RePublic's Principals, Directors of Curriculum and Instruction, and Student Supports Teachers
- Lead effective professional development sessions for RePublic's teachers
- Ensure special education processes are well-managed and compliant with all regulations from host districts and state departments of education
- Work to ensure RePublic's schools are well-positioned to serve students with a wide variety of needs

Contact:

To apply for this position, please send a resume and cover letter to careers@republiccharterschools.org and indicate the position in the subject line.

Special Education Teacher- Elementary Program

Chicago, Illinois

Job Category: Teacher

Description:

Under the direct supervision of the Day Treatment Site Supervisor, the Teacher adopts the major responsibility for the academic learning, social and emotional growth of students. This includes the use of teaching techniques and tools which stimulate an interest in learning and covering the basic academic

Responsibilities:

- Participates in Special Education in-services and other planning meetings for students.
- Understand requirements of Public Law 94-142 and State Special Education legislation.
- Understand role of educational support staff and establish cooperative relationships with them.
- Participate with other professionals in the IEP development and revision process for Special Education students.
- Prepare an individual educational program (IEP) for Special Education students.
- Prepare an Illinois Office of Evaluation Report for Special Education students.
- Identify and communicate expectations for students' behavior in the classroom.
- Organize multiple data collection procedures to determine and monitor each student's present level of functioning and educational needs.
- Submit weekly lesson plans that describe activities/strategies to be utilized in order to be utilized in order to meet individual needs of each student.
- Examine personal preferences for instructional models as well as feasible alternatives.
- Understand ways of altering teaching procedures and strategies to accommodate individual differences among students.
- Facilitate integration and use of Special Education support staff in instruction of each student.
- Identify and differentiate among behavior management techniques.
- Select and use appropriate behavior management techniques for each student.
- Facilitate and encourage interaction among students.
- Organize a data collection system for monitoring the progress of each student.
- Collect and record student progress data.
- Arrange meetings to share student progress data with student, parent(s) and social worker.
- Utilize progress data to revise or set new instructional goals for each student.
- Understand student's and parents' due process rights.
- Devise ways to help parents support learning of child at home.
- Maintain record of parent information and contacts.
- Cooperate with co-workers by sharing ideas and methods of instruction.
- Exhibit ethical behavior toward fellow teachers and co-workers.
- Attend committee and general meetings.
- Seek assistance, advice, and guidance, when necessary, for colleagues, specialists and/or administrators.
- Confer, when necessary and possible, with parent(s) to foster a constructive parent/teacher relationship.
- Forecast equipment and material needs to the Program Supervisor of the Program.
- Perform other duties as assigned.

Requirements:

- Minimum of a Bachelor's Degree with training in Special Education.
- Must have a valid Illinois Teaching Certificate, LBS 1 Unlimited, or a Type 10 Special Education SED/EBD, or a Type 09 with LBS 1 SED/EBD endorsement.

- Minimum of one (1) year teaching experience.

Benefits:

This is a Full-Time Position paying an annualized salary of \$43,100-FIRM.

Contact:

Interested candidates should submit a cover letter and resume to the following email address: fields@sccsinc.org

***Due to the high volume of resumes we receive, we regretfully can only respond to those candidates who best meet the requirements of a specific position or whose backgrounds are generally applicable. Even if you do not hear from us in regard to your resume, please rest assured that we retain all candidate information for possible future matches.

Early Childhood Special Educator

Okinawa, Japan

Job Category: Early Intervention

Description

- Screens and/or supervises the screening of infants and toddlers to determine the likelihood of developmental delay.
- Participates in multidisciplinary evaluation of infants and toddlers with potential delay to determine their level of functioning, strengths, and concerns in cognitive, motor, speech-language, socio-emotional, and self-help/adaptive developmental domains.
- Determines the appropriate curriculum, strategies, and goals for a program of intervention that address delays or potential delays in these areas.
- Assists the family in determining its priorities, concerns, and goals for the child relating to cognitive motor speech-language, socio-emotional self-help/adaptive skills.
- Participates with Early Intervention team and family to develop an appropriate IFSP.
- Ensures that the goals reflect the concerns and priorities of the family.
- Provides service coordinator (cased management) for families and serves as liaison to school-based or other community-based service delivery programs.
- Provides oral and written reports of screening, evaluation, and treatment. Enters appropriate workload and patient data into an approved automated data system.

- Provides interdisciplinary and transdisciplinary intervention services to eligible children, including direct services, indirect services, consultative, home-based treatment plan, or monitoring services.
- Consults and provides technical assistance to other team members, staff of Child Development Services (child-care center), family childcare providers, and extended family members to develop a comprehensive network of individualized services.
- Provides assistance and training to family, extended family members, and childcare providers to implement a home-based intervention plan. Provide consultation to preschool teachers to ensure a smooth transition from Early Intervention to the special needs preschool.
- Conducts child-find activities in collaboration with other medical departments and community agencies. Serves as liaison to school-based or other community-based service delivery programs and the community health nurses program.

Requirements

- Possesses a Master's degree in Special Education or Early Childhood Special Education.
- Possesses a minimum of two years experience within the last five years in early childhood special education, early intervention.
- Possesses a state issued certificate/license in special education, early intervention, or early childhood education in one of the 50 states, as a service provider to infants and toddlers with disabilities and their families.
- Possesses experience as a member of an interdisciplinary medical or early intervention team.
- Possesses experience in providing family-centered intervention in a community home-based service delivery system.
- Possesses qualifications to administer standardized or criterion referenced developmental assessment instruments when necessary to determine eligibility under the criteria established by the Individuals with Disabilities Education Act.
- Has ability to write clear and meaningful functional outcomes and strategies with families on an Individualized Family Service Plan (IFSP).

Benefits

- Paid relocation
- Medical & dental benefit plans
- 401K options
- Generous paid time off

Contact

Lynn Romer at LynnR@magnummedicaloverseas.com or 800-852-5678 ext. 156

Various Special Education Positions at ESN Schools

Multiple Locations: Boston, Columbus, Memphis, Phoenix, New York City and Los Angeles

Job Category: Full Time

Description

BES supports relentless entrepreneurs to design, found, lead, and sustain excellent charter schools in underserved communities nationwide.

The ***Excellent Schools Network (ESN)*** is a select group of independently run **BES** schools that leverage their success to achieve greater results, grow wisely, and transform education for more students in more schools.

Several of our ESN schools are currently hiring Special Education teachers. Locations include: Boston, Columbus, Memphis and Phoenix, New York City and Los Angeles.

To apply, please visit: <http://buildingexcellentschools.org/esnapply/>

Special Education Teacher

Chicago

Job Category: Learning Behavior Specialist

Job Purpose

As one of the first charter schools in Illinois, Perspectives Charter Schools has a long record of preparing students for success in college and beyond. Our five schools across the South Side of Chicago offer students an education that combines character development and academic rigor through the A Disciplined Life education model with impressive results. Our students come from some of the most disadvantaged neighborhoods in the country, but they graduate from high school, enroll in college and persist in college at a rate above the national average for all students, regardless of background.

The keys to our success are our dedicated, hard-working, creative and compassionate teachers. At Perspectives, teachers help our students learn to live the 26 principles of A Disciplined Life, while also providing high-quality, rigorous instruction in their subject areas. Perspectives teachers make meticulous plans for units and lessons that focus on higher-order thinking skills, use formative assessment to guide their instruction, provide differentiated support to all students, and build meaningful and professional relationships with students and families. They are ambassadors for A Disciplined Life and believe passionately in the potential of our students.

Essential Duties and Responsibilities

- Masters content area and is able to teach students in a clear and effective manner to drive academic achievement.
- Makes meticulous plans for units and lessons that address higher-order thinking skills, and uses formative assessment to constantly adjust plans based on student needs.
- Differentiates instruction to meet the needs of students with varying academic strengths and weaknesses.
- Demonstrates effective classroom management skills and builds a classroom culture based on the 26 principles of A Disciplined Life.
- Actively participates in professional development and works collaboratively with instructional leaders to improve instructional practices.
- Builds meaningful and professional relationships with students and families.
- Performs other duties and responsibilities as assigned by the principal or other school leadership.

Experience/Training

- Must be Highly Qualified in relevant subject areas according to the Illinois State Board of Education
- Evidence of success working in an urban school environment strongly preferred

Core Competencies

- A strong commitment to live by the 26 principles of A Disciplined Life and a belief that all students in Chicago deserve an excellent education
- A willingness to do whatever it takes to achieve outstanding student outcomes
- Strong classroom management skills with the ability to inspire and motivate students
- A commitment to life-long learning with the desire to take advantage of professional development and coaching to constantly improve
- Mastery of content knowledge and the ability to communicate clearly to students

Language Skills

- Ability to read and write proficiently using the English language.
- Ability to interact and speak effectively in interpersonal situations and before groups of people.

Perspectives Charter Schools works affirmatively to include diversity among its workforce and does not discriminate in the selection of its staff on the basis of race, color, religion, sex, national origin, age, sexual orientation, disability, income, marital status, or any other dimension of diversity. We encourage diverse candidates to apply for this position.

Physical Demands

Teaching children can be physically demanding. Nature of work requires an ability to operate standard business office equipment. Requires the ability to communicate and exchange information, collect, compile and prepare work documents, set-up and maintain work files. Teachers will also be expected to clean and maintain equipment and facility, and may move throughout the community with children. Physical demands require the ability to stand, bend, reach high and low, stoop, walk around the classroom and kneel upwards of 60% of the day. In addition walking up and down stairs several times a day. Must be able to lift 15 to 20 pounds for short periods of time and push and pull 15 to 20 lbs.

Majority of work will be performed in a general office/school environment.

Benefits

Perspectives offers a comprehensive and competitive benefits package for all full-time employees, including health insurance, dental, vision, paid time off including holidays, short and long term disability, paid life insurance, 403B and the Chicago Teachers' Pension Fund.

Contact

Rahul Sharma
1530 S State Street
Suite 200
Chicago, IL 60605
www.pcsedu.org

View open positions and apply at
<http://pcsedu.org/join-our-team/join-our-team>

EC Teachers

Research Triangle Park, NC

Job Category: EC Teachers - two

Description

RTHS is seeking one or more EC Teachers beginning in the 2014-2015 school year. Responsibilities will include case managing a set cadre of students which includes providing specially designed instruction, scheduling and facilitating their meetings and being responsible for all required paperwork, under the periodic supervision of a compliance director.

Our goal at RTHS is to move high school students to independent learning capabilities. Salary very competitive with regional scales, experience and abilities. RTHS is a two-year-old STEM charter school with a strong, collaborative team of educators and administrators. Interested parties may email CV and cover letter to Pamela Blizzard below.

Requirements

Certified and experienced in Exceptional Childrens Services; North Carolina residents only may apply, or those with specific, concrete plans to move to NC. Interviews are held in person at the school in late April, early May.

Benefits

State Health Plan, State 457b retirement plan with 3% match, Dental, Vision and ST Disability. Strong, supportive, collaborative team of teachers who WANT an EC teacher to help them with their students.

Contact

Pamela Blizzard,
Managing Director
Research Triangle High School
pblizzard@rthighschool.org
www.researchtrianglehighschool.org

[To top](#)

NASET Sponsor - University of Nebraska



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

Upcoming Conferences, Workshops and Events

2014

May

Pacific Rim International Conference on Disability and Diversity

Conference

May 17, 2014 - May 21, 2014

Honolulu, HI

<http://tinyurl.com/kyvd77j>

The Pacific Rim International Conference on Disability and Diversity is celebrating its 30th anniversary in 2014. This year's theme is, "Learn from Yesterday. Live for Today. Envision Tomorrow," May 19-20, 2014. Speakers will discuss topics such as inclusive design for accessibility, advocacy, technology, and education. Pre-conference events will include an "International Forum on the Human Rights of People with Disabilities" May 17, and an "Anniversary Reception" May 18, 2014; post-conference May 21 will include workshops on applying ADA requirements and "Classification of Functioning, disability, and Health."

June

Library of Congress Summer Teacher Institutes and Seminars

Institute

June 9, 2014 - August 1, 2014

Washington, DC

<http://www.loc.gov/teachers/professionaldevelopment/teacherinstitute/>

The Library of Congress is accepting applications through March 24, 2014, for its week-long summer programs for K-12 educators. Held in Washington, DC, at the Library of Congress, the professional development institutes provide educators with tools and resources to integrate primary sources into classroom teaching, with an emphasis on student engagement, critical thinking, and construction of knowledge. Three sessions are open to K-12 teachers and school librarians across content areas, Session 1 June 9-13, Session 2 July 7-11, Session 3 July 21-25. A Science Seminar for upper elementary to secondary educators with teaching responsibilities directly related to the area of focus and a desire to tap the potential of primary sources for science education will be held July 14-18; and a Civil Rights Institute for teachers and school librarians with responsibilities related to civil rights July 28-Aug 1, 2014.

July

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.

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.

[To top](#)

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.

Mitsubishi Electric America Foundation: Grants for Youth with Disabilities

http://www.meaf.org/how_to_apply/

The Mitsubishi Electric America Foundation Grants program is dedicated to helping young Americans with disabilities maximize their potential and fully participate in society. The foundation supports organizations and projects within its mission that have broad scope and impact and demonstrate potential for replication at other sites. A major program emphasis is inclusion: enabling young people with disabilities to have full access to educational, vocational, and recreational opportunities, and to participate alongside their non-disabled peers. Maximum award: \$90,000. Eligibility: 501(c)3 organizations. Deadline for Concept Papers: June 1, 2014.

Office of Juvenile Justice and Delinquency Prevention (OJJDP) Announces Fiscal Year 2014 Mentoring Funding Opportunities

<http://www.ojjdp.gov/funding/FundingList.asp>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has announced its fiscal year 2014 mentoring funding opportunities: The National Mentoring Programs support the implementation, delivery, and enhancement of mentoring services to improve outcomes for at-risk, high-risk, or underserved youth. The 2014 programs include: High-Risk Youth Mentoring Research (Deadline for applications: May 12, 2014); and the Multi-State Mentoring Initiative, supporting qualified, established mentoring programs as they expand services for underserved at-risk and high-risk youth and enhance services to implement additional research- and evidence-based mentoring practices. (Deadline for applications: May 27, 2014).

Arthur Vining Davis Foundations Seeks Proposals to Strengthen Secondary Education

<http://www.avdf.org/FoundationsPrograms/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.

[To top](#)

NASET Sponsor - University of Kansas



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

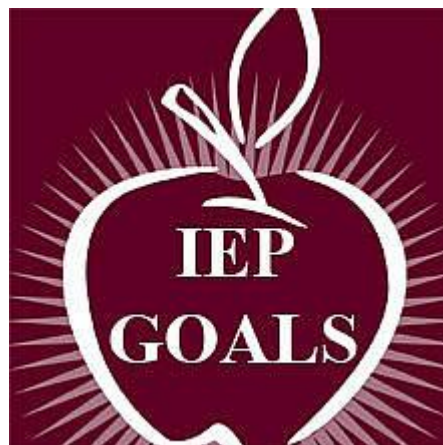
Acknowledgements

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

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

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

NASET Application for iPad and iPhone



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