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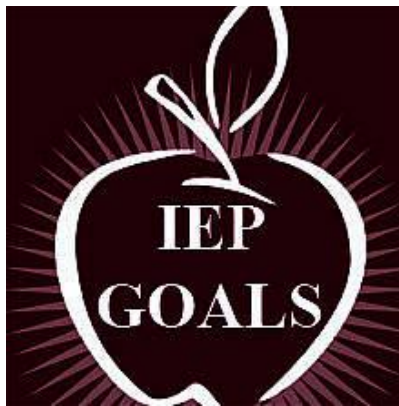
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Update from the U.S. Department of Education

U.S. Department of Education Approves the District of Columbia and 17 Additional States' Plans to Provide Equal Access to Excellent Educators

As part of its Excellent Educators for All Initiative—designed to ensure that all students have equal access to a high-quality education—the U.S. Department of Education announced the approval of the District of Columbia and 17 states' plans to ensure equitable access to excellent educators: Alaska, Alabama, Arizona, California, Georgia, Kansas, Maryland, Michigan, Nebraska, New Hampshire, New Jersey, North Dakota, Tennessee, Virginia, Vermont, Washington, West Virginia, and the District of Columbia.

"All parents understand that strong teaching is fundamental to strong opportunities for their children. We as a country should treat that opportunity as a right that every family has—regardless of race, ethnicity or national origin, zip code, wealth, or first language," said U.S. Secretary of Education Arne Duncan.

The 17 states and the District of Columbia receiving approval of their plans are taking promising steps to eliminate the gaps some students face in access to excellent educators by implementing strategies and innovative solutions to challenging problems that meet local needs. Each of these states and the District of Columbia engaged a variety of stakeholder groups to ensure that these plans not only include strategies that will be effective in eliminating identified equity gaps, but also to ensure that these strategies are meaningful for the students, teachers, and communities in which they will be implemented.

- Each of the 17 states and the District of Columbia are working to support, strengthen, or modify **teacher preparation programs** to help ensure that all teachers are ready to provide high-quality instruction to their students and are prepared for success in high-needs schools.
 - These actions include, for example, **Alabama's** work to pilot "Professional Pathways for Alabama Teachers"—a tiered certification system to provide career development pathways for educators in the state designed to help attract and support new teachers, and retain and recognize effective ones; and **Michigan's** implementation of the "Michigan Teacher Corps" through which it is building a program to attract and retain highly skilled instructional teams in Michigan's lowest performing schools that have a disproportionate share of students from low-income families and students of color.
- Eleven of the states—Alabama, Alaska, Arizona, Georgia, Maryland, Michigan, Nebraska, New Jersey, North Dakota, Tennessee, and Washington—are taking steps to **increase data-driven decision-making** to help ensure that schools and districts have access to accurate, timely information necessary to make knowledgeable decisions. More specifically,
 - **New Jersey** is improving its data sources and transparency efforts to ensure that sufficient information is available, including through its Educator Preparation Provider Annual Reports (first released in August 2014), as a part of an ongoing effort to provide teacher preparation programs, teacher candidates, and districts with transparent performance data from its educator preparation programs. **Tennessee** is investing in data transparency by providing new and more frequent reports, including a new *Human Capital Data Report* to its schools and districts to help them make informed staffing decisions.
- Five states—Alabama, Arizona, North Dakota, Tennessee, and Washington, and the District of Columbia—have included strategies that provide incentives designed to reward teachers for exceptional work and to encourage excellent educators to remain in the highest-need schools. More specifically,
 - **Arizona** is proposing incentives such as salary increases, social support services, housing allowances, teacher-leadership opportunities, improved administrative and leadership support, and assistance to schools to develop a collaborative community of learning in order to draw the most effective teachers to the most remote and challenging schools. In the **District of Columbia**, financial incentives are available for the highest-performing teachers, and through "IMPACTplus," D.C. ensures that the highest-performing teachers in the lowest-income schools are eligible for the largest bonuses. **North Dakota's** teachers are provided with easily accessible information about loan forgiveness, and signing bonuses are available for those in hard-to-staff areas.

- Finally, all of the states announced today, as well as the District of Columbia, have committed to holding themselves publicly accountable for meaningful progress in eliminating identified equity gaps by **publicly reporting their progress**. This public reporting will help ensure that students, schools, communities, and stakeholders continue to have information about states' progress in this critical work.

In July 2014, the U.S. Department of Education announced a comprehensive Excellent Educators for All Initiative. As part of this initiative, states were asked to create new, comprehensive plans that put in place locally-developed solutions to ensure every student has equal access to effective educators. These plans are required by Title I of the Elementary and Secondary Education Act (ESEA). All 50 states, the District of Columbia, and Puerto Rico have submitted their plans for review by the Department.

Last month, the Department approved 16 states' plans to ensure equitable access to excellent educators. Those states were: Arkansas, Connecticut, Delaware, Indiana, Kentucky, Massachusetts, Maine, Missouri, Minnesota, New York, Nevada, Oklahoma, Rhode Island, Pennsylvania, South Carolina, and Wisconsin.

The Department is currently reviewing the remaining state plans to determine whether they meet all of the requirements set in ESEA, and will make determinations regarding the plans on a rolling basis. The determinations and the plans in their entirety can be found online at <http://www2.ed.gov/programs/titleiparta/resources.html>.

U.S. Secretary of Education Arne Duncan Announces ASCD as New Partner in Teach to Lead

U.S. Secretary of Education Arne Duncan announced that ASCD will join the National Board for Professional Teaching Standards and the U.S. Department of Education as the third partner in Teach to Lead, which focuses on expanding opportunities for teacher leadership in ways that enhance student learning and make it possible for teachers to stay in the classroom while leading in the profession.

“We are happy to welcome ASCD as a partner in Teach to Lead and look forward to working with them and the National Board to advance teacher leadership,” said Duncan. “During this period of immense change in education, teachers are helping to catalyze great progress, including our nation’s record high school graduation rate, narrowed achievement gaps, and a larger, more diverse group attending college than ever before. This progress is possible because—across the country—teachers are leading from their classrooms and taking on new roles to improve education for all students. The teaching profession becomes stronger when teachers are empowered to lead—and when teaching is stronger, students benefit.”

“The entire team at ASCD is thrilled to become a partner in Teach to Lead, and we look forward to advancing the effort and continuing the work that the Department of Education and National Board have done since the initiative was launched,” said ASCD President Matt McClure. “Teachers of all types and backgrounds—from those who have spent 30 years in the classroom to those new to the profession but full of ideas and ambition—need expanded opportunities for leadership. We will focus our efforts on providing resources, support and encouragement to make teacher leadership a reality for all educators who desire it.”

“I am delighted to welcome the ASCD team as a third partner in Teach to Lead, as we work to expand opportunities for teachers to lead without having to leave the classroom,” said Interim President and CEO Peggy Brookins of the National Board for Professional Teaching Standards. “ASCD has long provided expert and innovative ways to build the educational leadership essential to the way educators learn, teach and lead. Together, we will tap into the potential of accomplished teachers, spreading their expertise around the country to impact student achievement.”

ASCD will be the lead partner in the development of Teacher Impact Grants that will drive and fund teacher-led solutions that have the potential to create change at a school, district or state level. Projects, which will be directed by teachers throughout their life cycles, will build on classroom experience and success, implement strategies and promote collaboration and systemic change. These grants will transform the *best ideas* in education—those from the educators themselves—into *action*. Grantees will be required to provide regular status reports, as well as a final outcomes report. Duncan believes this new phase of Teach to Lead places teachers where they belong—at the table leading reform.

Last year at the Teaching & Learning conference, Duncan announced the new Teach to Lead initiative, co-convened with the National Board, to bring about fundamental changes in the culture of schools and the culture of teaching, so that teachers play a more central role in transforming teaching and learning, and in the development of policies that affect their work. This past year, the initiative hosted Teacher Leadership Summits in Louisville, Kentucky; Denver; Boston; Washington, D.C.; and Tacoma, Washington; inviting teachers to bring their ideas to advance teacher leadership at the school, district, state, and national levels, ideally without the need to give up teaching responsibilities.

Following the summits, Teach to Lead has been in contact with summit participants to hear about their progress, and has held nine Leadership Labs in a small number of communities across the country with more planned for this fall. These labs are designed as vehicles for conversations among the team of teachers who developed an idea with community members, local and state education officials, and supporting organizations to further the idea's implementation. During Teach to Lead's inaugural year, nearly 2,500 educators shared their teacher leadership ideas through an online community.

To date, Teach to Lead has attracted 87 supporter organizations, and the list continues to grow. Supporting organizations help advance Teach to Lead through a variety of activities, including social media awareness, participation in summits, sharing research, and providing additional resources and follow-up support to summit participants.

For more information about Teach to Lead and ways to become involved, visit teachtolead.org.

Education Department Releases Resource Guide on Supporting Undocumented Students in High School and College

In an effort to ensure that all students have access to a world-class education that prepares them for college and careers, the U.S. Department of Education released a resource guide to help educators, school leaders and community organizations better support undocumented youth, including Deferred Action for Childhood Arrivals (DACA) recipients.

“Our nation’s public schools should be welcoming, safe, and supportive places where all students, regardless of their zip code or where they were born, are given the opportunity to succeed. We know undocumented youth face unique challenges and we also know that educators and other caring adults in schools and colleges can play a major role in helping all students, including undocumented students, to achieve at the highest levels,” said John King, senior advisor delegated the duties of deputy secretary of education. “This guide provides actionable information and resources that educators and school and campus leaders can use to help improve outcomes for high school and college students.”

“It’s been three years since we unveiled the Deferred Action for Childhood Arrivals policy, or DACA, for those eligible young undocumented immigrants who were brought to the U.S. as children,” said U.S. Citizenship and Immigration Services Director Leon Rodriguez. “We strongly encourage those who might be eligible for DACA to use this resource guide. We applaud the Department of Education for providing these resources to the undocumented young people in this country who can benefit from DACA.”

The guide includes resources aimed at high school and college students and includes:

- An overview of the rights of undocumented students;
- Tips for educators on how to support undocumented youth in high school and college;
- Key information on non-citizen access to federal financial aid;
- A list of private scholarships for which undocumented youth might be eligible;
- Information on federally-funded adult education programs at the local level; And
- Guidance for migrant students in accessing their education records for DACA.

The aim of the guide is to help educators and school staff support the academic success of undocumented youth, to debunk misconceptions by clarifying the legal rights of undocumented students as well as sharing helpful information about financial aid options open to undocumented students, and to support youth in applying for DACA consideration or renewal.

King announced the guide during a roundtable with undocumented students at San Francisco State University, which is a leader in supporting the success of undocumented youth. The university has advisers to help undocumented students successfully navigate financial aid options and other university resources, as well as a task force of faculty, staff and students dedicated to supporting the academic, professional and personal success of undocumented students and prospective students.

As a nation of immigrants, America has benefited from the vitality and enthusiasm brought to its shores by those seeking a better life. Successful immigrant and refugee integration efforts build the capacity of schools and early learning programs, communities, organizations, and other stakeholders to support the civic, linguistic, and economic integration of immigrants.

Since 2012 the U.S. Department of Homeland Security has allowed certain undocumented people who came to the U.S. as children and meet other criteria to request two year relief from removal. These requests are reviewed on a case-by-case basis. More than 680,000 young people have received DACA. Researchers estimate that nearly 1.5 million undocumented youth in the U.S. are currently eligible for DACA, and another 400,000 children will become eligible in coming years.

In coming months, the Department plans to release a resource guide for early learning and elementary school settings.

States Continue to Improve Graduation Rates, Particularly for Underserved Students

New preliminary data released by the U.S. Department of Education shows that states continue to increase high school graduation rates and narrow the gap for traditionally underserved students, including low-income students, minority students, students with disabilities and English learners.

The report is an important first look at preliminary graduation rates reported by states for the 2013-14 school year. The National Center for Education Statistics is expected to release final graduation rate data – including the nation’s newest graduation rate – in coming months. The nation has posted record graduation rates for the last two years, with the highest rate ever of 81 percent announced in March and improvement across all student subgroups.

“The hard work of America’s educators, families, communities and students is paying off, particularly after several years of intense work by educators transitioning to new, higher standards. This is a vital step toward readiness for success in college and careers for every student in this country,” U.S. Secretary of Education Arne Duncan said. “While these gains are promising, we know that we have a long way to go in improving educational opportunities for every student – no matter their zip code - for the sake of our young people and our nation’s economic strength.”

The vast majority of states – 36 – saw increases in overall graduation rates, while 6 states saw decreases and another 8 saw no change since 2012-13. The majority of states also shrank the achievement gap for black and Hispanic students, as well as students with disabilities, English language learners and low-income students.

States that saw the biggest gains include Delaware, Alabama, Oregon, West Virginia and Illinois.

Since 2010, states, districts and schools have been using a new, common metric—the adjusted cohort graduation rate—to promote greater accountability and develop strategies that will help reduce dropout rates and increase graduation rates in schools nationwide. The new data reflect that more accurate measure.

Today’s economy calls for critical skills that go beyond the basics. To ensure the economic strength of our country, students must graduate high school ready for college, careers and life. The Department has invested more than \$1 billion in early education; implemented strategies that improve achievement and close opportunity gaps, and awarded billions of dollars through such grant programs as Race to the Top, Investing in Innovation, and School Improvement Grants; and expanded college access and affordability for families.

U.S. Department of Education Releases Report on First-Ever School Environment Listening Tour for Native American Students

The U.S. Department of Education released the School Environment Listening Sessions Final Report on the first-ever tribal listening tour to hear from schools and communities on ways to better meet the unique educational and culturally related academic needs of Native American students. The report was announced at the 46th annual National Indian Education Association Convention.

"If we are going to live up to our promise as a nation where every child truly has fair shot at success, we have to do more to improve opportunities and educational outcomes for Native youth. The listening tour revealed too many stories of school environments that rather than building on the strengths of Native youth, are stifling their potential," said William Mendoza, executive director of the White House Initiative on American Indian and Alaska Native Education (WHIAIANE). "We need to ensure that every student has a supportive and a safe environment."

WHIAIANE held nine school environment listening sessions in seven states from New York to California to Alaska last year, drawing over 1,000 attendees. The report summarizes information from the participants on many issues such as potentially harmful Native imagery and symbolism, bullying, student mental health, instructional content, and Native languages. Each section of the report includes a brief description of a common theme found across listening sessions followed by supporting data and testimonies from youths, parents, teachers, and others affected by these issues. The report also includes recommendations from the participants.

WHIAIANE and the Department's Office for Civil Rights collaborated with tribal leaders and communities on the listening sessions. Participants in the listening sessions included Native youth, educators, parents and community advocates. The information from these sessions will guide WHIAIANE's future work and goals—to address the unique and culturally related academic needs of American Indian and Alaska Native students and to ensure that they receive an excellent education.

In his visit to Standing Rock Indian Reservation in North Dakota, President Obama affirmed the Administration's commitment to strengthen Native American communities through education and economic development. Following the visit, President Obama launched the Gen-I Initiative to focus on improving the lives of Native youth by removing the barriers that stand between Native youth and their opportunity to succeed. Through new investments and increased engagement, this initiative takes a comprehensive, culturally appropriate approach to ensure all young Native people can reach their full potential.

U.S. Secretary of Education Arne Duncan recently announced the award of more than \$5.3 million in grants under the new Native Youth Community Projects program to help Native American youth become college- and career-ready. Since his first trip to Indian Country in 2009, Duncan has engaged directly with tribal officials on a range of educational issues concerning Native youth.

The President's FY 2016 budget proposal calls for increased investments across Indian Country, including a total request of \$20.8 billion for a range of federal programs that serve tribes—a \$1.5 billion increase over the 2015-enacted level. The budget proposal includes \$53 million for fiscal year 2016—a \$50 million increase from this year's budget—to significantly expand the Native Youth Community Projects program.

FACT SHEET: Department of Education Launches the Educational Quality through Innovative Partnerships (EQUIP) Experiment to Provide Low-Income Students with Access to New Models of Education and Training

The Obama Administration announced a new pilot program to accelerate and evaluate innovation through partnerships between colleges and universities and non-traditional providers of education in order to equip more Americans with the skills, knowledge, and training they need for the jobs of today and tomorrow.

In today's knowledge-based economy, education and training is more critical than ever before. A high school diploma is no longer sufficient to assure access to the middle class. As the importance of postsecondary education and credentials grows, we must find ways to ensure that more American students can access a high-quality postsecondary program that offers them the education and training they need to succeed after school.

As part of President Obama's plan to make a higher education more affordable for American families, the Department of Education (ED) has worked to accelerate innovative strategies that provide educational opportunities for students while promoting transparency and building a strong evidence base for high standards of quality and positive student outcomes.

Increasingly, innovative models of education and training are emerging outside of the traditional higher education sector, including immersive training programs like intensive "bootcamp"-style training, personalized online programs, MOOCs (massively open online courses), short-term certificate programs, and others. Some of these new models may provide more flexible and more affordable credentials and educational options than those offered by traditional higher institutions, and are showing promise in preparing students with the training and education needed for better, in-demand jobs. And students are taking notice. For example, according to Course Report, the bootcamp market will grow by 2.4x this year, rising from 6,740 in 2014 to over 16,000 in 2015. The Georgetown Center for Education and Workforce estimates that men with non-degree certificates in computer/information services earned \$72,000 per year, which is on average more than 72% of men with more traditional associate's degrees.

For students seeking access to these new models of education, there are two key barriers: financial aid and information about quality that can help students make a confident choice about where to go. Because many of these new models fall outside of the traditional college accreditation system, students who wish to participate in them do not have access to federal financial aid. Under current law, federal financial aid goes overwhelmingly to students in traditional degree programs, while little is eligible to go to low-income students seeking to attend non-traditional or non-credit programs that may be a better fit for them. Additionally, since these providers are not within the purview of traditional accrediting agencies, we have no generally accepted means of gauging their quality.

To begin addressing both of these barriers, the U.S. Department of Education today launched the Educational Quality through Innovative Partnerships (EQUIP) program under the Experimental Sites Initiative, which tests the effectiveness of statutory and regulatory flexibility for postsecondary institutions that disburse federal financial aid. Specifically, the EQUIP program will evaluate the effectiveness of granting title IV student aid flexibility to partnerships between innovative postsecondary institutions and non-traditional providers. Postsecondary institutions are invited to apply beginning today; more information about the program can be found in the Federal Register notice.

Through the EQUIP program, ED seeks to learn about these new models and evaluate the effectiveness of non-traditional providers in helping students achieve educational and employment outcomes as well as and explore new methods ways to measure quality. The goals of EQUIP are to:

- Learn whether permitting partnerships between institutions and non-traditional providers increases equity by providing access to innovative educational programs for students from diverse backgrounds, particularly those from low-income backgrounds;
- Examine student outcomes to evaluate the effectiveness of these non-traditional providers;
- Assess quality-assurance processes that are appropriate for non-traditional providers and the programs they offer; and
- Identify ways to protect students and taxpayers from risks in an innovative and emerging area of postsecondary education.

Who is eligible to participate?

Currently, colleges and universities offering federal student aid are barred from partnering with organizations that are not postsecondary institutions to provide content and instruction for 50 percent or more of an education program to another entity; this experiment will waive that limit, allowing universities to curate coherent programs of study from one or more providers of postsecondary education and training. This increased flexibility will enable colleges and universities to expand innovative partnerships and educational programs in order to increase access for students, and will allow the Department to evaluate whether these programs promote positive student outcomes. The institution's accrediting agency must determine that this new program falls within the institution's accreditation.

To participate in EQUIP, institutions must propose a partnership with at least one non-traditional provider of education and a third-party Quality Assurance Entity (QAE) to independently review and monitor the quality of the program. The QAE will also hold the non-traditional provider and postsecondary institution accountable for student outcomes.

QAEs will be required to develop new ways to assess the quality of these programs along several dimensions, including:

- The claims they make about learning
- The evidence they have to support those claims, including assessments
- Student outcomes, including learning and employment

Further details on the role and requirements for the QAE are included in the Federal Register notice published today.

It is important to note that the Department will only provide access to title IV aid for a limited number of programs that the Department identifies as outstanding applicants to the experiment. Specifically, five broad sets of criteria will be used during the selection process to evaluate applications:

- Innovative approach to helping students achieve positive outcomes
- Equity and access, particularly for students from low-income backgrounds
- Rigorous proposed quality assurance process
- Affordability of the programs
- Strong proposed student and taxpayer protections

Example student who could benefit from the EQUIP program

A single parent working in an administrative job may be looking to earn credits toward a degree in the emerging field of data science, which will bring her new career opportunities. Instead of enrolling in a more traditional college or university degree program, she could enroll in a college's EQUIP program, in which faculty curate a set of massive open online courses (MOOCs) within a data science sequence. Over a three-month period, the student could earn a certificate in data science and 12 semester hour credits that can be transferred into an academic program at that college or another.

Building on Innovation

The EQUIP initiative is the latest in a series of projects that ED has undertaken to stimulate innovation in higher education. In 2011, the Department launched an experiment to allowing institutions to provide students with access to Pell grants for short-term vocational programs that meet local/regional workforce needs. In 2014, the Department announced three experimental sites to support competency-based education programs allowing participants to move through coursework based on mastery of skills and to leverage knowledge and skills gained anywhere toward credential completion. Moreover, in the last two years, ED has awarded \$135 million in First in the World grants to colleges, universities, and organizations to develop and validate evidence-based innovations that expand access, affordability, and success to disadvantaged communities and populations.

How to Apply

To be considered for participation in the EQUIP initiative, postsecondary institutions must submit a letter of interest to the Department of Education, following the procedures outlined in the Federal Register notice. To receive priority consideration, letters of interest must be received no later than December 14, 2015.

\$4.8 Million Awarded to Improve Outcomes for Children with Disabilities through Improved Adolescent Literacy, Accessible Technology, Media Services and Educational Materials

The U.S. Department of Education announced the award of more than \$4.8 million in grants to improve outcomes for children with disabilities. Included is \$1.2 million to upgrade adolescent literacy for students with disabilities and \$3.6 million to enhance results for infants, toddlers, children and youth with disabilities through the use of accessible technology, media services and educational materials.

"These grants support important projects across the country to help students with disabilities reach their academic potential," said U.S. Secretary of Education Arne Duncan.

The award of \$1.2 million, funded under the Technical Assistance and Dissemination program, is to improve services and results for children with disabilities through the development of model demonstration projects designed to better adolescent literacy outcomes for students with disabilities in grades 6-12. The projects are aimed at promoting academic achievement and improved results for children with disabilities by providing technical assistance, sharing useful information and implementing activities that are supported by scientifically based research.

The award of \$3.6 million in five-year grants, funded under the Educational Technology, Media, and Materials for Individuals with Disabilities Program, will be provided to universities and organizations to improve results for infants, toddlers, children, and youth with disabilities through the use of accessible technology, media services, and educational materials.

These universities and organizations will promote the development, demonstration and use of technology. They will support educational media services activities, including captioning and video description of educational materials, that are appropriate for use in the classroom setting. And, provide accessible materials to students with disabilities in a timely manner.

The grants are being funded under the Office of Special Education and Rehabilitative Services.

U.S. Department of Education Awards More Than \$4 Million to Support Underrepresented Students in Gifted and Talented Programs

The U.S. Department of Education has awarded more than \$4 million to 11 states to focus on increasing the number of minority and other underrepresented students in gifted and talented programs.

Under the Jacob K. Javits Gifted and Talented Students Education program, grantees carry out demonstration projects, innovative strategies and scientifically-based research to enhance the services provided to gifted and talented K-12 students nationwide. The new grants will allow these states to take models that have proven effective on a small scale and expand the programs to multiple schools or districts. The awards are targeted to programs aimed at enrolling students that are economically disadvantaged, limited in English language skills or have disabilities.

“In a knowledge-based economy, academic rigor matters more than ever in preparing students for college and careers, but tragically, the opportunity gap starts before kindergarten and continues into the college years,” said U.S. Education Secretary Arne Duncan. “Closing the opportunity gap will require that school resources, talent and spending be targeted to the kids who need help the most. This grant program will help these schools replicate success and challenge the opportunity gap for students who far too often are not given a fair shot at success in college, careers and life.”

States and school districts will use the grant funds for activities including:

- Conducting scientifically based research and providing technical assistance on methods and techniques for identifying and teaching gifted and talented students—and for using these programs and methods to serve all students
- Carrying out professional development for personnel involved in the education of gifted and talented students
- Making materials and services available through state regional education service centers, institutes of higher education, or other entities
- Establishing and operating model projects using innovative strategies for serving gifted and talented students whose needs may not be met by more traditional programs. These innovative projects may include summer programs, mentoring, peer tutoring, service learning and programs involving business, industry and education
- Providing challenging, high-level course work, disseminated through technologies (including distance learning), for students in schools districts that would not otherwise have the resources for such course work

\$12.6 Million in Grants Awarded to Help Improve Outcomes of Individuals with Disabilities in Vocational Rehabilitation and Workforce Development

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) announced more than \$12.6 million in grants in multiple project areas to help improve the outcomes of individuals with disabilities—from cradle through career. The investments are aimed at promoting inclusion, equity and opportunity for individuals with disabilities to help ensure their economic self-sufficiency, independent living and full community participation.

"We want all individuals with disabilities to have opportunities and succeed," said U.S. Secretary of Education Arne Duncan. "These are part of our commitment to ensuring all students – no matter their zip code, family income or disability – have a chance to be successful in college, careers and life."

The \$12.6 million in grants from OSERS' Rehabilitation Services Administration (RSA) includes the following:

- The **Older Individuals Who Are Blind (OIB) Training and Technical Assistance (TA) Center** is to provide sustained training and technical assistance (TA) to designated state agencies (DSAs) funded under the OIB program and any service providers the DSAs fund to provide services directly to consumers. Individuals who are blind, who are 55 years of age or older, utilize these services to increase their independence and self-sufficiency when employment due to their impairment is extremely difficult to attain. This OIB TA Center will be located at **Mississippi State University**.
- The **American Indian Vocational Rehabilitation Services (AIVRS) Training and Technical Assistance (TA) Center** will provide training and TA to governing bodies of Indian tribes that have received AIVRS grants. With the new reservation of funds set into law under the *Workforce Innovation and Opportunity Act (WIOA)*, the TA training for AIVRS staff and specialists will span various areas from knowledge of applicable laws and regulations to data collection and reporting. This AIVRS TA Center will be housed at ABOR for **Northern Arizona University**.
- The **Career Pathways for Individuals with Disabilities projects** will address the dual issue of employers' being able to find employees with necessary skillsets and people with disabilities being unable to find employment. These projects are located at the **Georgia Vocational Rehabilitation Agency**, the **Nebraska Department of Education, Division of Rehabilitation Services**, the **Virginia Department for Aging and Rehabilitative Services**, and the **Kentucky Office for the Blind, Department of Workforce Development**.
- The **Technical Assistance Center for Vocational Rehabilitation Agency Program Evaluation and Quality Assurance (PEQA)** is to develop new types of training programs for rehabilitation personnel to improve the effective delivery of services. The TA Center for PEQA will be located at the **University of Wisconsin—Stout**.
- The **Vocational Rehabilitation Technical Assistance Center for Targeted Communities (VRTAC-TC)** is to provide TA and training to upgrade and increase the competency, skills, and knowledge of vocational rehabilitation (VR) counselors and other professionals to assist economically disadvantaged individuals with disabilities to achieve competitive integrated employment outcomes. The VRTAC-TC will be located at Southern University and A&M College.
- The **Workforce Innovation Technical Assistance Center (WITAC)** is to provide training and TA to state VR agencies to improve services for individuals with disabilities, including those with the most significant disabilities. The WITAC will be located at **San Diego State University Research Foundation**.
- The **Vocational Rehabilitation Technical Assistance Center—Youth with Disabilities (VRTAC-Y)** is to provide training and TA to state VR agencies to assist in identifying and serving students and youth with disabilities, designing and implementing collaborative and integrative approaches to serving this population, and expanding the coordination of services. This TA Center would greatly assist youth with disabilities who are dropouts, exiting foster care or juvenile offenders, who do not have the adequate resources, supports and knowledge to make the

successful transition into adulthood. The VRTAC-Y will be located at the **Institute for Educational Leadership, Inc.**

U.S. Department of Education Awards \$20 Million to Increase Access to Information and Communication Technologies for Individuals with Disabilities

The U.S. Department of Education announced a grant of \$20 million to the University of Wisconsin for a pilot project through the Disability Innovation Fund— Automated Personalization Computing Project (APCP). The grant is designed to improve broadband infrastructure so that devices automatically adjust into a format based on the user’s preferences and abilities. The project will help individual users find and specify the formats and accommodations that work best for them.

Individuals with disabilities often face barriers trying to access information or communication technologies in the various aspects of their lives, whether it is in education, employment, or day-to-day activities. The APCP has the chance to bring the maximum potential of the 21st century to the lives of people with disabilities by increasing access to information and communications technology and reducing barriers for people with disabilities. People with disabilities would be able to access, on a secure basis, this computer information no matter where they were, no matter what type of computer they were on, or what software programs were being used, so long as the computer was APCP-enabled with web access.

“When students have access to powerful mobile devices and digital resources that are continually updated, they realize that learning doesn’t stop with the last bell of the school day. They become accustomed to learning being an integral part of all aspects of their lives, which establishes ongoing learning habits lasting long after graduation,” said U.S. Secretary of Education Arne Duncan. “As we build tomorrow’s workforce, this project allows everyone to participate – no matter their disability.”

The grant is being funded under the Office of Special Education and Rehabilitative Services’ (OSERS) Rehabilitation Services Administration (RSA).

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Buzz From the Hub

To access everything below in this section from Buzz from the Hub, visit:

<http://www.parentcenterhub.org/repository/buzz-sept2015/>

New Resources in the Hub

Federal policy statement on including children with disabilities in high-quality early childhood programs.

Hot off the press from the U.S. Department of Education and the U.S. Department of Health and Human Services, this joint policy statement indicates that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. Free resources useful for states, local providers, and families are also identified.

Preschool Inclusion Series | Videos and training materials.

(Available in English and Spanish) The SpecialQuest Multimedia Training Library includes videos and training materials to support high-quality inclusion of preschoolers (ages 3 to 5) in early care and education settings that are responsive to the priority and concerns of families. The series includes 4 video programs (English, English open-captioned, Spanish open-captioned), 5 training scripts, and related handouts in English and Spanish.

Spotlight on...Social-Emotional Development

As mentioned, the majority of states have chosen “improving the social and emotional development of infants and toddlers with disabilities” as their State-Identified Measurable Result (SIMR) for early intervention (Part C). But what is social-emotional development, how is it measured, and what evidence-based tools and strategies are available to guide states’ work in this area?

Social and emotional development milestones.

With respect to social-emotional development, what types of behavior and skills might we expect from a baby? From a 1-year-old, or a 2-year-old? Consult this catchy chart put together by PBS, which summarizes milestones up to age 5.

The social emotional development of young children: Resource guide for Healthy Start staff.

This 14-page guide describes how children develop social and emotional skills; gives the basics about early brain development; and discusses how staff can help parents promote healthy social-emotional development in their children.

How is social-emotional competence screened and assessed?

This 19-page research synthesis provides information for early care and education providers on using evidence-based practices in screening and assessing the social-emotional competence of infants, toddlers, and young children. The synthesis is organized around common questions related to screening and assessing social-emotional competence.

Resources You Can Share with Families

This section of the *Buzz* identifies useful resources you might share with families or mention in your own news bulletins. The emphasis in this section is, of course, on social-emotional development.

Parent Portal on social-emotional development.

Zero to Three has just launched a Parent Portal, which includes an entire section on social-emotional development—where you'll find tipsheets, podcasts, FAQs, and videos on the subject.

Family tools for nurturing children's social-emotional development.

(Available in English and Spanish) Visit this landing page at the Center on the Social and Emotional Foundation of Early Learning (CSEFEL) and the door of resources for families opens wide! From “Teaching Your Child To: Identify and Express Emotions” to “Tips on Nurturing your Child's Social Emotional Development”, these tip sheets are short, family-friendly, and backed by research. Several tip sheets are also available in Spanish.

Video | Promoting social and emotional competence in early childhood.

Practitioners explain the components of the evidence-based Pyramid Model in this 27-minute video and highlight the benefits of supporting children's healthy social-emotional development. Parents share their perspectives, too.

Podcast | Early experiences count: How emotional development unfolds starting at birth.

In this podcast, Dr. Ross Thompson describes how early emotional development unfolds and what parents can do to nurture strong, positive social and emotional skills starting at birth.

Just for Parent Centers: Resources for SSIP Involvement, Part C

What evidence-based practices exist for improving the social and emotional development of infants and toddlers with disabilities? What might Parent Centers contribute to the discussions that are now taking place, as states define what improvement strategies and evidence-based practices they're going to use to achieve their SIMR for Part C? Hopefully, the resources below will inform!!

Social-emotional development in early childhood: What every policy maker should know.

What does research tell us about children's social-emotional development in early childhood? What family and environmental risk factors make children vulnerable to social, emotional, and behavioral problems? What barriers prevent families and children from getting the help they need? This discussion from the National Center for Children in Poverty is data-driven, detailed, and important for all those involved in making decisions affecting children's social and emotional well-being.

The Pyramid Model | Narrated PowerPoint presentation.

(Available in English and Spanish) In this 11-minute presentation, the components of the Pyramid Model are explained, including how the model corresponds to the range of children's social-emotional needs, from nurturing relationships to addressing challenging behaviors. [A Spanish version](#) is also available.

How to choose a social-emotional curriculum.

Today, there are many curricula that focus on young children's social-emotional development. The purpose of this 2-pager is not to recommend any specific curriculum but, rather, to offer guidance on how to choose the one that will best meet the needs and concerns at hand.

Compendium of screening measures for young children.

This resource is a collection of research-based screening tools for children under the age of 5. Practitioners in early care and education, primary health care, child welfare, and mental health can use this reference to learn cost, administration time, quality level, training required, and age range covered for each screening tool.

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NASET Sponsor - Antioch University



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

Intersection: Navigating the Road to Work

Welcome to *Intersection: Navigating the Road to Work*, the electronic newsletter of the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). The newsletter and the NCWD/Youth website offer information to improve programs and services for all youth and especially youth with disabilities. Below are some of the recent articles in the electronic newsletter of the National Collaborative on Workforce and Disability for Youth. They can all be accessed by clicking on the following link:

<http://www.ncwd-youth.info/intersection/current-issue.html>

NCWD/Youth Releases Youth Co-Authored Transition Resource

On September 18 2015, NCWD/Youth released *Hitting the Open Road after High School: How to Choose Your Own Adventure to Success!* This brief helps youth think about their options and plan ahead for pursuits after high school. *Hitting the Road* focuses on the following four questions relevant to youth:

- How can I learn to make choices that are right for me?
- What activities can I do during high school to help me get ready?
- What are my options after high school?
- How do I access other supports to be successful?

Teams of youth on NCWD/Youth's Youth Action Council on Transition (YouthACT) and their adult partners co-wrote *Hitting the Road*. YouthACT is a national initiative to get more youth with disabilities and their allies involved as leaders who partner with adults and supporting organizations to improve opportunities for youth to succeed in life.

Catch up with NCWD/Youth's Postsecondary Education Webinars

NCWD/Youth has hosted a series of webinars designed for postsecondary education faculty and staff. Archives of all previous webinars in this series are available online. Some of the webinar topics include: *Work-based Learning Strategies in Postsecondary Education*, *Accessible Instructional Practices: Reaching All Learners*, and *Employer Engagement Strategies for Postsecondary Education Professionals*.

Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities Submits Interim Report

The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (the Committee) submitted its Interim Report to the Secretary of Labor and Congress on September 15, 2015. This report describes the ongoing work of the Committee and shares interim findings, conclusions, and recommendations. The next meeting of the Committee will take place at the Access Board, 1331 F St. NW, Suite 800, Washington, DC on October 14, 2015 from 8:30am to 5:00pm, and on October 15, 2015 from 8:00am to 4:00pm. The full meeting agenda is available online.

Youth Transitions Collaborative Releases *Work Early, Work Often* Video Campaign

The Youth Transitions Collaborative's career preparation and management working group recently released *Work Early, Work Often*, a new video campaign. This three-part series highlights the importance of work and work-based experiences in an individual's transition to adulthood, particularly for young adults with disabilities. Each storyline focuses on a different subject and narrative, and shares the

perspective of key audiences in the transition journey. All videos include open captioning and audio descriptions.

Job Corps Centers Launch Youth2Youth: Partners4Peace Campaign (Y2Y).

In mid-September Job Corps centers across the country held events to kick off Y2Y Week, the beginning of a national movement led by Job Corps students to organize and take action around promoting a safe and secure learning environment. Youth2Youth: Partners4Peace was conceived by student leaders as a way to foster dialogue and propose solutions to youth violence. More information about Y2Y can be found at the U.S. Department of Labor's blog.

NCWD/Youth Prepares to Celebrate National Disability Employment Month

Held each October, National Disability Employment Awareness Month (NDEAM) is a national campaign run by the U.S. Department of Labor's Office of Disability Employment Policy. NDEAM raises awareness about disability employment issues and celebrates the many and varied contributions of American workers with disabilities. The theme for 2015 is *My disability is one part of who I am*. The U.S. Department of Labor's Office of Disability Employment Policy offers an online Resource Toolbox for planning events and activities for NDEAM. This year marks 70 years since the launch of NDEAM in 1945!

A highlight of NDEAM is Disability Mentoring Day (DMD), a large-scale national effort. Coordinated by the American Association of People with Disabilities (AAPD), DMD promotes career development for students and job-seekers with disabilities. It facilitates hands-on career exploration and the development of ongoing mentoring relationships.

The Ready to Achieve Mentoring Program (RAMP) at the Institute for Educational Leadership (IEL) and NCWD/Youth's Youth Action Council on Transition host several nationwide sites hosting NDEAM and DMD events.

U.S. Department of State Celebrates NDEAM

In celebration of the 70th anniversary of National Disability Employment Awareness Month, the U.S. Department of State is launching the *Employment #WithoutLimits* social media campaign to highlight the contributions of workers with disabilities and to advocate that people with disabilities can and should be employed on an equal basis with others. Everyone is invited to participate in the campaign, from State Department employees, to grantees and program alumni, as well as advocates and individuals who want to contribute a photo and a story. The *Employment #WithoutLimits* campaign will feature photos of individuals with visible and invisible disabilities holding signs that state their name, their disability, and their job. Each day throughout the month of October, Special Advisor for International Disability Rights Judy Heumann will release one new photo with a short caption describing the photo and the individual's story on social media. Submissions and questions can be sent to NDEAMWithoutLimits@state.gov

Looking Ahead: National Youth Justice Awareness Month

October is National Youth Justice Awareness Month (YJAM), an opportunity for communities, families, youth, and allies to host actions and events that expose the consequences of children being prosecuted and incarcerated in the adult criminal justice system. The Campaign for Youth Justice, which promotes the campaign, has many materials available on its website to assist individuals in planning and hosting an event. If your organization supports youth involved in the juvenile justice system, take a look at some of NCWD/Youth's helpful resources including the *Guideposts for Success for Youth Involved in the Juvenile Corrections System* and *Making the Right Turn: A Guide About Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System*.

NCWD/Youth Blog Posts

NCWD/Youth's blog features current and relevant information related to the Guideposts for Success, Youth Development and Leadership, Innovative Strategies, Professional Development, and more!

- *What Does Chronic Absenteeism Cost Students with Disabilities?* – 9/23/2015
- *Health Care Transition: What Do Youth Need to Know?* - 9/8/2015 [To top](#)

Latest Employment Opportunities Posted on NASET

K-2 Self Contained Span/Eng Spec Ed Teacher

Chicago, IL

Job Category: Bilingual Special Education Teacher

K-2 Bilingual Special Education Teacher

The Academy for Global Citizenship seeks an exemplary special education teacher for the 2015-2016 school year. Teachers are responsible for helping all of our children learn, classroom management, participating in professional development, providing feedback to others, taking ownership in the development and improvements of Individual Educational Plan (IEP), consulting general education teachers on special needs, and communicating to staff and parents regarding student performance. This position involves teaching students in a self-contained K-2 classroom. Special education teachers report to the Principal.

Key Responsibilities:

- Teaching: provides students with special needs with various modes of learning to accommodate their different learning styles, by using inquiry, real-life experiences, current events, information technology, the dramatic arts and other lively sources of knowledge.
- Instructional Strategies: responsible for using many different types of instructional strategies including teaching through inquiry, differentiating instruction (different learning styles and language backgrounds) and data-driven instruction.
- Technology Integration: incorporates technology across all disciplines as much as possible, where appropriate.
- Professional Development: participates in coaching cycle, stays abreast of latest techniques and demonstrates an eagerness to learn new skills and share experiences with others.
- Curriculum Development: works closely with coach, other teachers to ensure taught curriculum is aligned with Common Core Learning Standards, the IB PYP/MYP, and is achieving the goals of the school.
- IEPs: designs and writes the IEP or 504 plans of students in his/her caseload based on evidence-based data and in regards to Spec. Ed law.
- Performance Assessment: sets high and measurable goals for student achievement and evaluates student progress in the instructional program.
- Community: encourages the use of community resources, cooperates with families in welcoming them to our community, and maintains solid communication with all community members.

Education Requirements:

- Bachelor Degree in Special Education
- Master's Degree in Special Education (ideal)
- State of Illinois Teaching Certificate (LBS1 and/or Type 03 and/or 10)
- Endorsement or extensive experience in ELL instruction (ideal)

Application:

To submit an online application, please visit:

<http://www.applitrack.com/agcchicago/onlineapp/>

We are an Equal Opportunity Employer. We do not discriminate on the basis of race, religion, color, gender, age national origin, or disability.

Requirements:

- 5+ years experience as an educator (ideal)
- Bilingual and biliterate (English/Spanish)
- Familiarity with IB program (ideal)
- Familiarity with various educational models: Inquiry-based teaching and Responsive Classroom
- Believer in culturally relevant teaching
- Strong leadership skills and personal drive
- Ability to maintain a safe, orderly environment
- Strong communication skills
- Proven ability to play a lead role in their grade level
- Experience accommodating students with IEPs within the classroom

Benefits:

Competitive salary based on experience and level of education. Full benefits, free breakfast and lunch, wellness fund, and professional development funds offered.

Contact:

Jennifer Moore
773-582-1100
jmoore@agcchicago.org
agcchicago.org

Application:

To submit an online application, please visit:
<http://www.applitrack.com/agcchicago/onlineapp/>

Special Education Teacher

Concord, CA

Job Category: Special Education Teacher

Are you a Special Education Teacher or a Resource Specialist? Or even a Speech-Language Pathologist? Progressus Therapy has a position for you in the Concord area of CA. Join a team of professionals working towards positive outcomes for students. Special Education Teachers and Resource Specialists play an integral part in the lives of children. We need your help immediately. Call Progressus today at 800-239-7979 to speak to a Career Services Manager.

Requirements:

- Valid California Credential for Resource Specialist, CLAD/ELA (or equivalent)
- Teaching experience, including both regular and special education
- Keen understanding of general special education testing concepts and methods
- Able to provide behavioral analysis and positive intervention skills
- Able to diagnose and provide remediation of various types of learning disabilities
- Able to provide consultation, resource information and materials regarding students with exceptional needs to parents

- Collaborative minded professional with strong oral and written communication skills
- Ability to work and build strong relationships with parents, teachers and school administrators
- Mild/moderate endorsement

Benefits

- Competitive compensation with flexible pay options
- Medical/Dental/Vision Coverage
- Flexible Spending Plan for medical and dependent coverage
- Professional Liability Coverage
- Licensure reimbursement
- 401(k) Retirement Saving Plan with a discretionary company match
- Relocation assistance
- Many More!

Contact:

Whitney Lohr
Careers Service Manager
813 549 5813
Whitney.Lohr@ProgressusTherapy.com
www.ProgressusTherapy.com

Special Education Teacher

Philly, PA

Job Category: Special Education Teacher

Description:

Are you a Special Education Teacher or a Resource Specialist? Progressus Therapy has a position for you in the Philly area of PA. Join a team of professionals working towards positive outcomes for students. Special Education Teachers and Resource Specialists play in integral part in the lives of children. We need your help immediately. Call Progressus today at 800-239-7979 to speak to a Career Services Manager.

Ask for Whitney Lohr, direct line - 813 549 5813

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Contact:

Whitney Lohr
Careers Service Manager
813 549 5813
Whitney.Lohr@ProgressusTherapy.com
www.ProgressusTherapy.com

CHIEF OF PUPIL SERVICES

Norwalk, CT

Job Category: Administration

Norwalk Public Schools

On behalf of Norwalk Public Schools, the State Education Resource Center (SERC) is conducting a national level search for a full-time (12-month) position as the Chief of Pupil Services at Norwalk Public Schools. The ideal candidate will possess a plethora of experience working in a public school district, an administrative position and in special education or a related position. The highly qualified candidate can demonstrate:

- Excellent leadership skills;
- Successful engagement with boards of education, administrators, staff, families, and the community;
- Effective strategic planning for improving and maintaining high academic performance and creating academic equity for students with disabilities; and
- Development and implementation of systemic policies, practices, and structures to provide high quality supports and services for special education and related services.

All qualified applicants, including candidates of color, culturally, and linguistically diverse backgrounds and candidates with disabilities, are encouraged to apply. Application review will begin on or about November 6, 2015; however, this position will remain open until filled.

General Summary

The Chief of Pupil Services will provide leadership and oversight for special education and pupil personnel services throughout the district. Additionally, he or she will support policy development designed to provide consistency and compliance with all programs, services, resource distribution, processing and the assignment of special education and related services staff.

Reports To

Superintendent of Norwalk Public Schools

Directly Supervises and Evaluates:

- District level special education staff: Special Education Supervisors and Coordinators
- School Health Services, through Director of Nursing
- Inclusive Pre School Center, through Head Teacher
- Gifted Education

Collaboratively Supervises and Evaluates

- Other administrators in the supervision of personnel related to special education and related services

Essential Job Functions

Applicants must have the ability to:

- Effectively lead the public school district, families, and the community in improving educational outcomes for students with disabilities;
- Oversee the systemic implementation of policies and procedures for special education and pupil personnel supports and services, including the implementation of regulatory compliance measures;
- Manage the overall resources and budget analysis/oversight responsibilities for implementation of supports and services for students with disabilities; and
- Effectively communicate and collaborate with racially and culturally diverse community members, agencies, organizations, institutions, families, and educators to provide a cohesive and comprehensive system of support for students with disabilities.

Duties and Responsibilities

The Chief of Pupil Services is able to:

- Develop, manage, evaluate, and improve the systemic implementation of policies and procedures regarding special education and related services;
- Ensure regulatory compliance related to disability and special education laws and regulations;
- Support administrators and staff in the implementation of supports and services for students, including special education, related services, and the gifted and talented;
- Review, analyze and evaluate existing programs, including student performance data, to lead strategic planning and implementation designed to achieve greater student success;
- Oversee the maintenance of student records in accordance with federal, state, and local requirements to include the continuum of settings and an array of tiered instructional services;
- Provide direction for child find, intervention supports, the Individualized Education Program (IEP) and the 504 process;
- Develop and lead the strategic planning for improved academic and life outcomes for students with disabilities;
- Develop, support, and manage, in collaboration with the Superintendent, other administrators, and the Norwalk Board of Education the annual budgeting and planning process for special education and related services;
- Manage the development and implementation of standard operating procedures and guidelines for practice;
- Manage data collection, analysis, and utilization of special education and student services;
- Cultivate effective partnerships with racially, culturally, and linguistically diverse families and educators; and
- Develop and provide professional development for special education teachers, Central Office staff and, in some case, parents.

Education and Experience

- Advanced graduate degree in special education or related services and educational leadership is required, a doctorate is preferred;
- Certification as an Administrator or Supervisor, Provisional or Professional Certification is preferred;
- Certification in special education or related services;
- At least five (5) years of building level and/or central office administrative experience, to include direct staff supervision and program evaluation experience; and
- At least ten (10) years of classroom experience in special education or related services.

Knowledge, Skills and Abilities

Knowledge of:

- State and federal laws, statutes, and regulations pertaining to education overall education broad, special education, and pupil personnel services;
- Staff evaluation and union contracts;
- Strategic planning, policy development, and systems change;
- Americans with Disabilities Act (ADA), IEPs, 504 processes, and compliance measures;
- Effective collaboration with a Board of Education;
- Effective school, family, community partnerships; and
- Equitable mindset and practices, including race, English learners, and differences in abilities.

Skill in:

- Administrating, organizing and managing systems for delivery of supports and services for students with disabilities;
- Effective oral and written communication;
- Developing and implementing strategic planning, policies, and practices for improved student outcomes; and
- Partnering with diverse families, community members, and educators.

Ability to:

- Work with and engage educators, community members, and families from culturally and racially diverse backgrounds;
- Collaboratively lead and engage educators and families toward building consensus while being decisive and inclusive;
- Foster a positive professional climate of mutual trust and respect among families, educators, and the community;
- Place the interests of students and their families first and foremost;
- Build passion about improvement for student learning performance; and
- Recognize the value in providing professional learning opportunities to advance educators' instructional preparedness for working with all students.

Term of Employment

Twelve-month year.

Evaluation

Performance to be evaluated by the Superintendent based on established actionable goals and outlined criteria.

Salary Range

\$162,066 to \$175,000

**Salary set annually pending Board approval*

A thorough, updated resume and at least three current professional references must be submitted with the application package in order to be considered. Apply online at: www.ctserc.org (click on the "Employment" tab).

Norwalk is an Affirmative Action/Equal Opportunity Employer and strongly encourages the application of individuals from racially, culturally, and linguistically diverse backgrounds and from persons with disabilities.

1-to-1 Assistant Educator for Autistic Student

Rome, Italy

Job Category: Special Education Aide

Description:

Special needs teacher to work as one-to-one assistant with a student in an international school setting in Rome, Italy.

ROLES AND EXPECTATIONS INCLUDE THE FOLLOWING:

- Support individual student in the classroom setting and in a one-to-one setting, in collaboration with the classroom teacher
- Create lessons and activities to promote academic, social skills and life skills development
- Supervise student's independent work, facilitating and monitoring small groups in the classroom if needed or providing one to one support when needed.
- Work collaboratively as a team member within the Learning Support Department
- Record the progress of the individual student and refer this information to the case manager and the Learning Support Team
- Respect the confidentiality of information regarding students and their families
- Create and follow a sensory diet as needed
- Assist student in transitioning from activity to activity throughout the school day

Requirements:

- Bachelor's degree is required. Master degree is preferred.
- State certification is preferred but not required.
- At least two years of teaching or one-on-one aide experience required.
- ABA-certified and Autism specialist preferred.

Benefits:

- Unique and rewarding employment opportunity overseas.
- Competitive compensation package for the location.
- Opportunity to help a special girl reach her potential while living overseas.

Contact:

For more information or to state your interest, email jcshackworth@gmail.com.
Visit www.marymountrome.org for more information about the school setting.

Special Education Coordinator

Portsmouth, VA

Job Category: Special Education Coordinator

Description:

- Coordinates and implements pupil personnel services and programs; planning, organizing and implementing programs, activities, and curriculum for special education students;
- Plans, organizes and supervises implementing programs, activities, curriculum for special students; coordinating and implementing pupil personnel services and programs.
- Organizes and supervises the development and implementation of programs, services, activities and curriculum for special students;
- Plans, organizes and supervises pupil personnel services and programs;
- Confers with parents regarding inquiries and concerns;
- Supervises staff to ensure compliance with all special education regulations;
- Ensures the best utilization of available resources to maximize student achievement at all schools and centers in the Division;
- Ensures through the supervisors, that every school is accredited or that there is, on file, an approved plan to achieve accreditation;
- Collaborates and consults with the Assistant Superintendent for Curriculum and Instruction to coordinate the total instructional program;
- Consults with and responds to Principals regarding special education and pupil personnel concerns on legal and regulatory issues, staffing, instructional issues, discipline, zone and compliance issues and parents' concerns;
- Monitors compliance with State and Federal regulations;
- Provides oversight of any and all division due process hearings;
- Develops, monitors and administers the special education and pupil personnel budgets;
- Prepares required State and Federal reports;
- Develops and recommends policies and procedures relating to special education and pupil personnel issues;
- Chairs local eligibility committee and serves on local advisory committee for handicapped children;
- Attends staff, School Board, community group and related meetings;
- Performs related tasks as required.

Requirements:

- Any combination of education and experience equivalent to graduation from an accredited college or university with a degree in education supplemented by a Masters degree and extensive increasingly responsible experience in special education and school-based administration.
- Experience as a central office administrator is preferred, but not required.
- Possession of or ability to acquire certification in School Administration and Special Education.
- Possession of an appropriate driver's license valid in the Commonwealth of Virginia.

Contact:

Please submit an online application including all credentials via Portsmouth Public Schools website:

https://ats3.searchsoft.net/ats/app_login?COMPANY_ID=00016975

Special Education Teacher (ES, MS, HS)

Multiple Locations (Brooklyn, Rochester, Troy, NY; Newark, NJ)

Job Category: Teacher

Description:

The Special Education Coordinator or Teacher is passionate about supporting the students who are at-risk for academic underperformance due to emotional and/or physical challenges so that they can succeed in the school's rigorous academic program. The Special Education Coordinator or Teacher holds primary responsibility for providing academic, emotional, and physical services for students who require additional support to thrive within the school's core academic program.

Responsibilities:

- Demonstrate a relentless drive to improve the minds, characters & lives of students both in and out of school.
- Show unwavering commitment to urban youth achieving greatness.
- Create a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Implement curricula and activities to meet academic standards.
- Design and implement assessments that measure progress towards academic standards.
- Use assessment data to refine curriculum and inform instructional practices.
- Participate in the collaborative curriculum development process.
- Provide consistent rewards and/or consequences for student behavior to ensure that students observe the school's core values, high expectations, and strict code of conduct.
- Be accountable for students' mastery of academic standards.
- Share responsibility for grade-level and school-wide activities.
- Exhibit resilience to persevere and turn challenges into opportunities.
- Focus constantly on student learning, thinking critically and strategically to respond to student learning needs.
- Communicate effectively with students, families, and colleagues.
- Engage families in their children's education.
- Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings.
- Participate in an annual three-week staff orientation and training.
- Mentor and engage another Teacher in instructional practice and professional development.
- Include a Teacher in daily classroom activities to help students meet academic standards.

Requirements:

- Drive to improve the minds and lives of students in and out of the classroom.
- Proven track-record of high achievement in the classroom.
- Mastery of and enthusiasm for academic subjects.
- Evidence of self-motivation and willingness to be a team player.
- Bachelor's degree is required; Master's degree is preferred.
- Minimum of two years teaching experience in an urban public school or charter school setting.
- Valid State Certification is helpful but not required.

- Belief in and alignment with Uncommon's core beliefs and educational philosophy is non-negotiable.

Benefits:

We offer a competitive compensation package, including a salary significantly above the district scale and comprehensive health benefits. Aside from extensive professional development, all our teachers are equipped with a laptop computer, email, high-speed internet access, library budget, and all necessary instructional supplies

Contact:

To apply, please visit our website: <http://www.uncommonschools.org/careers>

If you have any questions, please contact recruitment@uncommonschools.org with the title **SPED Teacher Position**.

Assistant Professor - Moderate Disabilities (SPED)

Lowell, Massachusetts

Job Category: Full Time

University of Massachusetts Lowell

The Graduate School of Education seeks a collaborative and energetic colleague to assume a tenure track position in the field of special education. Currently, the GSE offers a limited number of courses at the master's level for those seeking initial license as a teacher of students with moderate disabilities; however, we are developing a Bachelor of Arts in Education degree with an option in special education.

The newly appointed faculty member will play a lead role in delivering the undergraduate degree and advising students, as well as teaching master's level courses.

The University of Massachusetts Lowell (UML) is in the city of Lowell which has a population of approximately 110,000. Lowell was the first planned industrial city in the USA and is the home of the Lowell National Historical Park. Lowell is 30 minutes north of Boston. The university serves a diverse population of 17,000 students in over 120 degree programs. UML is a nationally ranked public university which, in the past 5 years, has seen tremendous growth in its undergraduate and graduate populations, the number of faculty, and the facilities available for teaching and research. The Graduate School of Education is one of six colleges at the university and serves approximately 450 graduate students and a growing body of undergraduates enrolled in two education minors.

Minimum Qualifications:

- An earned doctorate in education (candidates anticipating graduation during fall 2015 or spring 2016 are also encouraged to apply)
- The ability to work effectively with diverse groups
- At least 5 years of K-12 teaching experience or administration in special education
- A developing record of research through presentations and publications commensurate with expectations for an assistant professor position

Other Considerations:

- Teaching experience at the undergraduate or graduate level

- Online teaching experience
- The ability to work effectively with colleagues and diverse groups
- A commitment to students, research and program development

To apply, please submit the following documents:

- **Cover Letter:** Should include your teaching philosophy and future direction of your research.
- Curriculum Vitae
- **Other Document 1:** Please include/attach proof of a current or past K-12 SPED teacher or administrator license.
- **Other Document 2:** Please include a list of all undergraduate and graduate courses in special education that you have taken during your academic career.
- **Sample of Scholarly Work/Publication:** The sample of scholarly work should be a journal article or a paper presented at regional or national conference.
- Names and contact information of three references
To: <https://jobs.uml.edu/applicants/Central?quickFind=54611>

Review of applications will begin on 10/08 and will continue until the position is filled. However, the position may close when an adequate number of qualified applications is received.

The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX employer. All qualified applicants will receive consideration for employment without regard to race, sex, color, religion, national origin, ancestry, age over 40, protected veteran status, disability, sexual orientation, gender identity/expression, marital status, or other protected class.

Head of School

San Rafael, CA

Job Category: Head of School

Description:

Star Academy is a non-profit, non-public school, located in San Rafael, CA, serving students with learning differences in grades 1-12. Star Academy is a calm, nurturing and stigma-free school whose therapeutic model seamlessly integrates classroom and specialist instruction. The high quality teachers create a community that acknowledges and accommodates varying needs of student and individualized instruction. Community involvement is encouraged. The result – confident kids.

At Star, students face mild to moderate challenges such as: dyslexia, executive functioning deficits, dyscalculia, auditory processing, dysgraphia, ADHD and Asperger's. Elementary, middle and high school students all benefit from Star's calm, nurturing, and supportive environment, which are conducive to learning. High school students earn their high school diploma or certificate of completion and prepare to transition to college and/or other pursuits.

The Head of School, in collaboration with the Director of Education (DOE) has responsibilities related to the hiring, retention, supervision, mentorship, and evaluation of faculty. They work collaboratively to ensure that the Star's mission and vision is followed.

Quick Facts About Star:

- Star was founded in 1990
- Currently 72 Students

- Currently 20 Teachers and Assistant Teachers
- Currently 22 Specialists (Occupational Therapists, Speech and Language Therapists, Language and Math Specialists, and Wellness Specialists)
- 7 Administrative Staff
- Small Student/Faculty ratio
- The next Head of School will:
- Embody, manifest, and advocate the mission of the school.
- Represent the school to all of its constituents including parents, students, alumni, business community, faculty, and staff as well as state and federal agencies, and local, state, regional, and national educational organizations and accrediting agencies.
- Manage the day-to-day operations of the school.
- Partner with the Board of Trustees and its Committees.
- Act as liaison with other school districts for IEPs; represent and be an advocate for parents during the IEP process.
- It is highly desired that the next Head of School will be:
- Experienced as an administrator; administrative and teaching credential(s) desirable.
- An accomplished educator experienced with an understanding of the impact and challenges of children with learning differences.
- Well-versed with multisensory classroom curriculum and approaches to learning, differentiated teaching for different learning styles and multi-grade classrooms, utilizing technology as an instructional tool, occupational therapy services, speech and language services, and Social Thinking® curriculum.
- Have a proven track record of successfully facilitating conferences meetings addressing Individualized Program (IPs) and Individualized Educational Program (IEPs).
- Possess leadership, communication, and interpersonal skills to help the school maintain and grow in its commitment to provide the best education for children who learn differently.
- Strong leader who recognizes strength of team and effectively manages, collaborates, delegates and builds a community.
- Excellent, responsive communicator and listener with consistent follow.

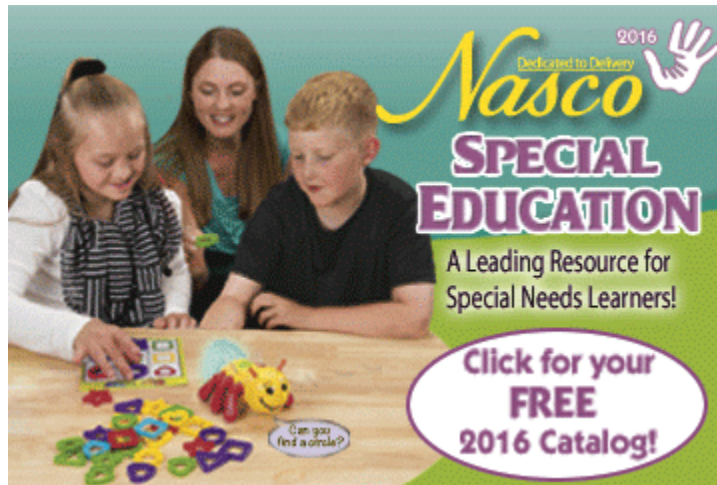
Contact:

Candidates interested in the position are asked to submit the following documents as a single Word document or PDF by October 15, 2015 to Judith Glickman (jglickman@educatorscollaborative.com):

1. EC Candidate Summary Form
 2. Cover letter addressed to Star Academy Search Committee
 3. Résumé
 4. Personal statement of educational philosophy
 5. List of five (5) references including name, contact information, relationship to candidate
- Judith Glickman of Educators' Collaborative is eager to interview interested candidates: (415) 655-9974 or jglickman@educatorscollaborative.com.

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Upcoming Conferences and Events

2015

December

TASH Conference

December 2-4

Portland, OR.

Registration is open for the 2015 TASH conference. This year's theme, "Celebrating 40 Years of Progressive Leadership," acknowledges TASH's 40 years of generating change within the disability community and anticipates a brighter, more inclusive future for people with disabilities in all aspects of life. Read about the conference and register, at: http://2015tashconference.sched.org/info#.Vc5iX_IVhBd

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2015

<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 2015 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 2015 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.

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.

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