

Table of Contents

- [Update from the U.S. Department of Education](#)
- [NCWD: Intersection: Navigating the Road to Work](#)
- [Special Education Teacher Attrition. By ReshmaMulchan of Florida International University](#)
- [Buzz from the Hub](#)
- [From the Journal of American Academy of Special Education Professionals \(JAASEP\): Cameras in Self-Contained Classrooms: Legal, Professional and Student Implications. By Ashlee Ivie from Southern Utah University](#)
- [Latest Employment Opportunities Posted on NASET](#)
- [Acknowledgements](#)

NASET Sponsor - University of Cincinnati



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

NASET Sponsor - NASCO



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

Update from the U.S. Department of Education

U.S. Department of Education Releases Report on Office for Civil Rights to Ensure Educational Equity for All Students

The U.S. Department of Education's [Office for Civil Rights](#) released its fiscal year 2015 annual report highlighting efforts during the last year to protect students' civil rights and increase educational equity nationwide.

The report, [Delivering Justice](#), cites examples of OCR's enforcement activities in 2015, including processing a record 10,392 civil rights complaints, opening more than 3,000 investigations, and reaching more than 1,000 substantive resolutions with institutions that included remedies or changes designed to protect students' civil rights.

"OCR's work over the last year has been absolutely pivotal to advancing the Department's goal to increase equity and opportunity for all students," said [U.S. Secretary of Education John King](#). "Through our guidance, technical assistance, data collection, and investigatory work, the Department's message to the public is clear: We are committed to working with and supporting schools to protect students' civil rights — and we will take action to secure those rights when necessary."

"We in OCR are very grateful for the many steps that school communities committed to take in resolving cases with us over the past year," said [Assistant Secretary for Civil Rights Catherine E. Lhamon](#) said. "These agreements make good on the civil rights promises Congress has made to the nation's students, setting essential foundations for the educational opportunity that is their birthright."

The report describes how OCR's complaint volume has nearly doubled in the past decade — even as its staffing level has decreased by 15 percent since 2005, reaching an all-time low last year.

Notable cases are profiled in the report, including some related to equitable access to courses and educational opportunities, racial harassment, equal opportunity for English learners, bullying and harassment, accessible technology for students with disabilities, and sexual harassment and violence.

Also covered in the report — OCR's work to provide technical assistance to educational institutions, engage with stakeholders, administer the [Civil Rights Data Collection](#) (CRDC), and develop nine policy guidance documents on key civil rights topics.

The topics of guidance documents released by OCR in 2015 included:

- Providing equitable access to educational resources.
- Responding to bullying of students with disabilities.
- Ensuring effective communication with students with hearing, vision, or speech disabilities.
- Offering single-sex classes or activities consistent with Title IX requirements.
- Addressing the rights of English learners and limited English proficient parents.
- Designating and reviewing the important role of Title IX coordinators.
- Reiterating the applicability of civil rights laws in juvenile justice residential facilities. And,
- Clarifying how schools can implement federal health and disease prevention recommendations without discriminating against students.

Later this year, OCR plans to release the results of the 2013-14 CRDC, the universal collection of data from all public schools and districts in the nation. The 2013-14 CRDC will include new information on the following topics, among others:

- Availability of free or partial-payment preschool from school districts.
- Educational access in juvenile justice residential facilities.
- Civil rights coordinators in school districts.

- Access to distance education courses, credit recovery, and dual enrollment programs. And,
- Chronic student absenteeism.

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through the vigorous enforcement of civil rights. Among the federal civil rights laws OCR is responsible for enforcing are Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act.

U.S. Departments of Education and Justice Reach Voluntary Settlement with Arizona Department of Education to Meet the Needs of English Language Learner Students

The U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division entered into a voluntary settlement agreement with the Arizona Department of Education (ADE) under the Equal Educational Opportunities Act and Title VI of the Civil Rights Act of 1964. The agreement requires ADE to raise its English proficiency criteria to properly identify English language learner (ELL) students in grades three through 12 and to properly determine when those students no longer need language services. The agreement also requires ADE to ensure that Arizona public schools offer language support services to thousands of students who were prematurely moved out of language services or incorrectly identified as initially fluent English proficient from the 2012-2013 school year to the present.

The agreement follows a separate settlement agreement with the United States on April 22, 2016, that requires ADE to raise its proficiency criteria for identifying ELL students in kindergarten and to offer language services to ELL students incorrectly identified as English proficient in kindergarten. That agreement also requires ADE to ensure that ELL students who opt out of ELL services have their English language proficiency assessed every year until they are proficient in English.

"Today's agreement recommitments the State of Arizona to fully serve all Arizona ELL students so they will receive the services they need to be college and career ready," said Catherine E. Lhamon, assistant secretary of the U.S. Department of Education's Office for Civil Rights. "We are thrilled for the thousands of students every year who will benefit from this critically important agreement."

"We commend Arizona's Superintendent of Public Instruction and ADE for voluntarily agreeing to take these important steps to ensure that ELL students are timely identified and receive language services critical to their academic success," said Principal Deputy Assistant Attorney General Vanita Gupta, head of the Justice Department's Civil Rights Division.

These agreements arise out of the departments' monitoring of a 2012 settlement agreement with ADE that aimed to resolve the departments' findings that ADE had under-identified and prematurely removed from ELL status and ELL services tens of thousands of ELL students between 2006 and 2012. As contemplated in that 2012 settlement agreement, the departments and ADE resolved issues that arose during monitoring with the agreements announced today.

The Equal Educational Opportunities Act requires state and local education agencies to take appropriate action to overcome language barriers that impede students' equal participation in instructional programs, and Title VI of the Civil Rights Act of 1964 bans discrimination on the basis of race and national origin by schools that receive federal funds. Enforcement of Title VI is also a top priority of the Department of Education's Office for Civil Rights. Additional information about the Department of Education's Office for Civil Rights is available on its website at www.ed.gov/ocr/. Enforcing these laws is also a top priority of the Justice Department's Civil Rights Division. Additional information about the Civil Rights Division is available on its website at www.justice.gov/crt.

U.S. Departments of Education and Justice Release Joint Guidance to Help Schools Ensure the Civil Rights of Transgender Students

The U.S. Departments of Education and Justice released [joint guidance](#) to help provide educators the information they need to ensure that all students, including transgender students, can attend school in an environment free from discrimination based on sex.

Recently, questions have arisen from school districts, colleges and universities, and others about transgender students and how to best ensure these students, and non-transgender students, can all enjoy a safe and discrimination-free environment.

Under [Title IX of the Education Amendments of 1972](#), schools receiving federal money may not discriminate based on a student's sex, including a student's transgender status. The guidance makes clear that both federal agencies treat a student's gender identity as the student's sex for purposes of enforcing Title IX.

"No student should ever have to go through the experience of feeling unwelcome at school or on a college campus," said U.S. Secretary of Education John B. King Jr. "This guidance further clarifies what we've said repeatedly—that gender identity is protected under Title IX. Educators want to do the right thing for students, and many have reached out to us for guidance on how to follow the law. We must ensure that our young people know that whoever they are or wherever they come from, they have the opportunity to get a great education in an environment free from discrimination, harassment and violence."

"There is no room in our schools for discrimination of any kind, including discrimination against transgender students on the basis of their sex," said Attorney General Loretta E. Lynch. "This guidance gives administrators, teachers, and parents the tools they need to protect transgender students from peer harassment and to identify and address unjust school policies. I look forward to continuing our work with the Department of Education—and with schools across the country—to create classroom environments that are safe, nurturing, and inclusive for all of our young people."

"Our federal civil rights law guarantees all students, including transgender students, the opportunity to participate equally in school programs and activities without sex discrimination as a core civil right," said Department of Education Assistant Secretary for Civil Rights Catherine E. Lhamon. "This guidance answers questions schools have been asking, with a goal to ensure that all students are treated equally consistent with their gender identity. We look forward to continuing to work with schools and school communities to satisfy Congress' promise of equality for all."

"Every child deserves to attend school in a safe, supportive environment that allows them to thrive and grow. And we know that teachers and administrators care deeply about all of their students and want them to succeed in school and life," said Principal Deputy Assistant Attorney General Vanita Gupta, head of the Justice Department's Civil Rights Division. "Our guidance sends a clear message to transgender students across the country: here in America, you are safe, you are protected and you belong—just as you are. We look forward to working with school officials to make the promise of equal opportunity a reality for all of our children."

The guidance explains that when students or their parents, as appropriate, notify a school that a student is transgender, the school must treat the student consistent with the student's gender identity. A school may not require transgender students to have a medical diagnosis, undergo any medical treatment, or produce a birth certificate or other identification document before treating them consistent with their gender identity.

The guidance also explains schools' obligations to:

- Respond promptly and effectively to sex-based harassment of all students, including harassment based on a student's actual or perceived gender identity, transgender status, or gender transition;
- Treat students consistent with their gender identity even if their school records or identification documents indicate a different sex;

- Allow students to participate in sex-segregated activities and access sex-segregated facilities consistent with their gender identity; and
- Protect students' privacy related to their transgender status under Title IX and the Family Educational Rights and Privacy Act.

At the same time, the guidance makes clear that schools can provide additional privacy options to any student for any reason. The guidance does not require any student to use shared bathrooms or changing spaces, when, for example, there are other appropriate options available; and schools can also take steps to increase privacy within shared facilities.

In addition to the Departments' joint Title IX guidance, the Department of Education's Office of Elementary and Secondary Education also released [Examples of Policies and Emerging Practices for Supporting Transgender Students](#), a compilation of policies and practices that schools across the country are already using to support transgender students. The document shares some common questions on topics such as school records, privacy, and terminology, and then explains how some state and school district policies have answered these questions, which may be useful for other states and school districts that are considering these issues. In this document, the Education Department does not endorse any particular policy, but offers examples from actual policies to help educators develop policies and practices for their own schools.

Many parents, schools, and districts have raised questions about this area of civil rights law. Together, these documents will help navigate what may be a new terrain for some.

The mission of ED's Office for Civil Rights (OCR) is to ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights. OCR is responsible for enforcing federal civil rights laws that prohibit discrimination by educational institutions on the basis of race, color, national origin, disability, sex and age, as well as the Boy Scouts of America Equal Access Act of 2001. Additional information about OCR is available [here](#).

The mission of ED's Office of Elementary and Secondary Education (OESE) is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance, and financial support. Additional information about OESE is available [here](#).

The Department of Justice's Civil Rights Division, created in 1957 by the enactment of the Civil Rights Act of 1957, works to uphold the civil and constitutional rights of all Americans, particularly some of the most vulnerable members of our society. The division enforces federal statutes prohibiting discrimination on the basis of race, color, sex, disability, religion, familial status and national origin.

U.S. Department of Education Launches \$65 Million Grant Competition for Creating, Expanding High-Quality Public Charter Schools

The U.S. Department of Education today announced a competition to award \$65 million in grants to as many as 20 Charter Management Organizations (CMOs) across the country to create and expand charter schools that support students from underserved communities.

Since the inception of the [Charter Schools Program](#) (CSP), the Department has awarded over \$3 billion to schools across the country to provide students equitable educational opportunities.

"Charter schools continue to play an important role as incubators for innovation," said Nadya Chinoy Dabby, assistant deputy secretary for the Office of Innovation and Improvement. "We are excited to expand promising charter schools through this year's competition, and we expect that these schools will create new pathways to college and careers in underserved communities."

Across the nation, the Department's charter grantees are transforming students' academic trajectories and preparing more students for success after graduation.

According to a 2013 study by Stanford University's Center for Research on Education Outcomes (CREDO), the performance of students in schools that are part of a CMO has improved each year. A follow-on study in 2015 showed that urban charter students benefit from the equivalent of up 28 additional days of learning in reading and 40 more days in math per year.

“It is not an overstatement to say that without our CMO grant, Great Oaks would not have been able to open new charter schools in Bridgeport, Connecticut, and Wilmington, Delaware, nor would we have been able to expand to enroll more students in Newark, New Jersey, and New York City,” said Michael Duffy, president of current CMO grantee Great Oaks Foundation. “The thousands of students and families that we serve may never know it, but the CSP provided the lifeblood for our expanding schools. Almost all of the students we serve come from households that are at or below the federal poverty line. Because of the CMO grants we have been awarded by the U.S. Department of Education, we have been able to ensure that when our students come to school they receive an outstanding education.”

Applications are due by June 24. The Notice Inviting Applications and additional information on the FY16 Competition can be found on the [CMO Applicant Info and Eligibility website](#).

NCWD: Intersection: Navigating the Road to Work

Individualized Learning Plans

An **individualized learning plan** is both a document and a process that students use – with support from school counselors, teachers, and parents – to define their career goals and post-secondary plans in order to inform the student’s decisions about their courses and activities throughout high school. Many states have adopted policies that require all middle and/or high school students to develop and maintain an individualized learning plan in order to make schools more personalized and improve student outcomes.

What is a Quality ILP?

Based upon several years of research investigating the nature and use of ILPs in states across the U.S., the National Collaborative on Workforce & Disability for Youth (NCWD/Youth) and its partners have developed the following definition of quality ILPs:

A document consisting of: (a) course taking and post-secondary plans aligned to career goals; and (b) documentation of the range of college and career readiness skills that the student has developed.

A process that enhances the relevance of school and out-of-school learning opportunities, and provides the student access to career development opportunities that incorporate self-exploration, career exploration, and career planning and management skill building activities.

How and when are individualized learning plans used?

The individualized learning plan is not a one-time activity but an ongoing process by which the student defines, explores, and then refines his or her interests and goals throughout high school. Students usually begin using an individualized learning plan in middle school, typically during the 8th grade, to guide their decisions about high school courses and start a process of career and college exploration.

Developing an individualized learning plan starts with a student, working with a school counselor, to identify their career interests, personal strengths, and work values. Schools that require an individualized learning plan typically provide students with access to computer-based interest and skill inventories; however, tools similar to those used by most schools are readily available for free on the Internet. The U. S. Department of Labor provides several free career exploration tools in both paper and computerized formats at:

<http://www.careerinfo.net.org/explore/>.

An individualized learning plan is not the same as the federally-mandated individualized education program (IEP) for students receiving special education services. Students with disabilities and their families can use the ILP as a tool in developing the transition-planning sections of the IEP

Research Findings

The ILP research studies by NCWD/Youth and its partners indicate that ILPs show promise as an effective strategy for delivering quality career development opportunities that improve several student outcomes. Students who were more

engaged in ILP activities reported stronger goal setting skills, increased motivation to attend school, and increased academic self-efficacy which leads to better academic achievement, stress and health management, and readiness to engage in career decision-making. Teachers, school counselors, and family members highly value ILPs and believe that it helps students become more focused learners who complete more challenging coursework in order to reach their self-defined career and life goals.

How and When are Individualized Learning Plans Used?

Promising practices for engaging in ILPs include regularly scheduled activities conducted during advisory periods. ILPs appear to be more effective when they are regularly reviewed and updated beginning in middle school and continuing through and beyond high school. In this way, ILP activities occur regularly throughout the academic year rather than just once per year. As a process, quality ILP activities provide opportunities for youth to engage in three phases of skill development: self-exploration, career exploration, and career planning and management. Self-exploration activities develop students' ability to identify career interests, skills, and work values. Career exploration activities develop students' ability to connect their interests, skills, and values to a range of career options, identify the school courses and employability skills needed to enter careers of interest, and identify corresponding post-secondary pathways. Career planning and management activities help students develop a range of skills related to acquiring job search skills needed to secure employment; developing career readiness skills (both generalizable, i.e. soft, and career-specific skills); and developing the traits, work habits, and behaviors needed to navigate career changes and pursue growth opportunities throughout a lifetime.

Increasingly, schools are relying on web-based career information systems to support the implementation of ILP activities. Web-based career information systems incorporate ILPs as an ePortfolio that allows youth to catalogue, store, and share various ILP and career development activities. States are beginning to develop and use grade-level benchmarks to document the competencies youth should acquire through ILP activities as a way to track the impact ILPs have on academic and post-school indicators.

An individualized learning plan is not the same as the federally mandated individualized education program (IEP) for students receiving special education services. Students with disabilities and their families can use the ILP as a tool in developing the transition planning sections of the IEP.

What information is included in an individualized learning plan?

The individualized learning plan documents a range of information specific to the student and his or her school and state that students, parents, and school personnel can use to guide decision making and monitor the student's progress toward goals. The ILP may include the following information specific to the student: skills, abilities, hobbies, and accomplishments; current and past classes and activities; grades and test scores; examples of student work; results from career, college, and interest assessments; personal goal statements; activities designed to develop the student's self-exploration, career exploration, and career planning and management skills; college and financial planning activities; and contact information for parents, advisors, teachers, mentors, and other supportive adults. For students with disabilities, the ILP may also include plans for providing accommodations the student and his/her family view as necessary to achieving future career goals.

To ensure the student's plans for high school and beyond align with available options, development of the plan involves reviewing school and state specific information, including high school graduation requirements, high school course options, and postsecondary education and training programs. It is important to help students learn how to search for local job opportunities and find community-based resources and services relevant to their personal needs.

State Examples

How Students & Schools Use Individualized Learning Plans

Students in **Louisiana** begin exploring careers during middle school using an online career information system called LA ePortal. During the 8th grade, they create their individualized learning plans, called an Individual Graduation Plan, which is a 5-year education plan they update each year until graduation. School counselors assist students in creating the plan, which must be reviewed and signed by a parent or guardian on an annual basis. LA ePortal enables students to explore career clusters, learn about graduation requirements, build a portfolio or resume, research job opportunities, and create their ILP. To extend their career and college exploration beyond Internet research, students also participate in a minimum of six career development activities per year such as community service and discussions with guest speakers. **Specific Tools:** LA ePortal Lifelong Learning System, <https://www.laeportal.com>.

In **South Carolina**, students start career exploration in 6th grade and create an Individual Graduation Plan in 8th grade, which they revisit annually until graduation. The plan defines the students' career and academic goals and associated plans for high school courses and career-focused learning activities. The plan is used to develop and monitor the student's pathway towards meeting high school graduation requirements. Schools are required to provide guidance and career exploration activities throughout high school that align with the plan. Each high school has a career specialist, funded by state appropriations, who works with the guidance counselors to assist students and parents with Individual Graduation Plan development. **Specific Tools:** South Carolina College & Career Planning System, powered by Kuder®, <https://www.scpathways.org/EEDA/students.aspx>.

Students in **New Mexico** develop their first ILP, called the Next Step Plan, in the 6th grade in consultation with school advisors and their parents. Students review their personal interests, course options, career pathways and the state's graduation requirements with the advisor and together they set annual academic goals. Parents must review and sign the plan each year. During the 12th grade, students indicate their post-high school plans by formally documenting their acceptance into a postsecondary program of study, training program, or the military or by providing other evidence of their plans for the future. **Specific Tools:** Sample Next Step Plan templates: <http://www.ped.state.nm.us/Humanities/NextStepPlan/index.html>.

In **Washington**, students create a High School and Beyond Plan during the 8th or 9th grade year and revisit it frequently throughout high school. The plan includes the student's course selections for high school and what he or she plans to do in the year following high school graduation. Other student information in the plan may include personal stories, a description of the student's learning style and extracurricular activities, and goals for high school and postsecondary education. Schools may use the Navigation 101 online career development system and accompanying curriculum to guide student advisory meetings. Occurring two to four times per month, advisory meetings are a one-on-one session in which a student meets with his or her adult advisor (a role that could be filled by school personnel) to work on career development and college planning activities. Schools that elect to use Navigation 101 are required to: hold regular advisories with all students; obtain parents' signatures on the students' plans; conduct student led

conferences; and use student course taking requests to inform course offerings and master schedules. ***Specific Tools:*** Kuder® Navigator and Direct Your Future curriculum, <http://www.kuder.com/solutions/kuder-career-planning-system.html>.

NASET Sponsor - University of Cincinnati



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

Special Education Teacher Attrition

By Reshma Mulchan

Florida International University

Introduction

Multiple studies (Demik, 2008; Major, 2012; Cancio, Albrecht & Johns 2013; Washburn, Washburn & Davis 2010; Morewood and Condo, 2012) often claimed that special education teachers have high attrition rates because of the demands of the job. Many special education teachers face numerous challenges in their classrooms. Special education teacher attrition stems from various factors and stressors. For instance, special educators deal with insurmountable paperwork. Then if that is not challenging enough, the lack of support to teach can drive any highly qualified teacher to leave the education field. Some teachers are so burnt out from all the odds that face them each day that they become emotionally unstable and distressed. In addition, Special educators cannot be effective if they are not provided with administrative support and a concrete mentoring program. If teachers don't have all that is required to teach students then it becomes difficult to educate students effectively. Most special educators start their jobs with enthusiasm and optimism but after a while, the pressures and demands of the job overcome the joy of educating. Teaching is far from the problem and it is the other factors that take away from teaching. When special education teachers have other pressing tasks in addition to teaching that require additional time and effort they will eventually get burnt out. Many special educators workload has been rendered exceedingly onerous. The passion for educating in the field of special education becomes lost because of emotional stress and lack of support.

In addition, it is critical to have a sturdy and reliable mentoring program for special education teachers because teachers can become frustrated and quit altogether. Special education teachers need a support system that guides, provides and steers them into the right direction. Special education attrition can be reduced if the mentor is understanding and possesses great communication skills. Effective mentoring programs can reduce special education teacher attrition.

In this context, this work presents an analysis of the literature on challenges that overwhelm special educators causing them to quit their jobs. The aim is to synthesize the factors that contribute to special educators' attrition such as paperwork; lack of support and inappropriate professional development opportunities.

Paperwork Impact on Instructional Time

According to Demik (2008), special educators felt overwhelmed by preparing Individualized Education Programs (IEPs), behavior plans, and transition plans, along with all the other paperwork that is required for students with disabilities. Imagine preparing numerous complex documents in between planning and teaching. It sounds impossible but some special educators seem to get the job done but that comes with the cost of being burnt out. The passion for teaching is lost when the time is taken up doing other things other than quality teaching.

In addition, appropriate documentation must be completed but the requirements can be demanding for special educators. Completing administrative paperwork, forms and reports take time and extra effort from special educators. Most of the teacher's frustration lies deep beneath the paperwork pile. Moreover, special educators have to take their personal time to complete excessive paperwork. Usually, special educators take home paperwork to complete in order to meet deadlines and catch up on planning and teaching. This takes away from the educators' family time and personal life. Special educators should not

have to take home paperwork unless it is something they choose to do but in most cases educators have no choice.

Moreover, it is time-consuming to fill out forms, input data and get ready for IEP meetings. Then teachers have to plan instruction, deal with students' behavior issues, meet with demanding parents; and monitor students' progress. It is all part of teaching but the joy and enthusiasm of teaching are taken away when additional work is added to the regular teaching schedule.

Lack of Support

Novice special education teachers need administrative and emotional support because the demands of the job can be overwhelming. Special education teachers have to deal with intensive needs of special education students and provide an appropriate education for each student. Lack of mentoring and induction programs for added support of special educators lead to teacher attrition. Alliance for Excellent Education, (2004) states that Induction programs that include administrative leadership, mentoring, professional development, and formal assessments provide evidence that teacher attrition can be reduced. When teachers have the support and acknowledgment from their administrators they will feel encouraged to take on the challenges of teaching.

Schlichte et al., (2005) stated that special educators can feel isolated because of lack of support and this can lead to emotional stress, lack of motivation for teaching and disconnection with the work atmosphere. Administrators need to ensure the retention and commitment of teachers by providing support in the form of a mentoring program. The lack of support has led to teacher frustration and attrition. Many school districts are faced with the dilemma of a shortage of special education teachers because teachers feel isolated and alienated so they leave the teaching profession. The feeling of isolation is driving new teachers to lose the passion for teaching. If administrators provide a mentoring program the special educators will be able to deal with the everyday challenges. First-year special education teachers usually have intense demands and lack of experience and this when the mentoring program should become available to teachers.

Furthermore, support can also be in the form of teacher acknowledgment. According to Cancio, Albrecht, & Johns (2013), Administrators should proudly show appreciation to staff members and reward the positive efforts. When teachers feel appreciated they are encouraged to work more comfortable knowing that administrators care about them. Simply placing a personal note in a special education teacher's mailbox or a positive comment can go a long way for teachers. Administrators can show appreciation by letting special educators leave early once a month or teaching their class for a short period. These efforts are doable for administrators if they really want to keep teachers committed and happy. Administrators can make the teaching profession a bit easier by acknowledging special education teachers.

Professional Development

Morewood and Condo (2012), argued that special educators require professional development that will directly enhance the academic development of students. Special educators will remain in their jobs if they are provided with appropriate professional development opportunities that will benefit their field and classroom. Professional development is hinged on effective learning approaches in a diverse classroom. Having access to high-quality, intensive professional development opportunities can improve teaching practices to promote success in the classroom. Professional development for special educators should be ongoing and focused on building and improving on specific learning content.

Further, sometimes professional development workshops are contrary and are not job-embedded and grounded in everyday classroom practices. Teachers need to be educated about practices and strategies that are relevant to their classroom. Also, teachers need to have the opportunity to go to workshops and conferences in order to keep up with the new trend in education and grow professionally. Providing new teachers with access to online professional development will benefit special education teachers. Major,

(2012) stated professional development leads to special educator effectiveness, and fosters teacher effectiveness.

Recommendations

Some of the contributing factors that causes special education attrition can be diminished if the appropriate measures are put in place. Administrators should work in tandem with new special education teachers to combat the attrition rate. Many highly qualified teachers are leaving their jobs because of overwhelming paperwork demands, lack of support, inappropriate professional development opportunities and lack of staff acknowledgement. Teaching and dealing with additional stress with charting and documentation information and keeping abreast of deadlines can give the most experienced teachers a mental breakdown. Administrators should ensure that new special education teachers have a stable and reliable induction/mentoring program to relate to. The mentoring program should offer a proper collaboration system; access to resources and a trained mentor.

Firstly, an effective induction mentoring program should allow collaboration between teachers. When special education teachers collaborate with their general education colleagues, they expand their circle of support to include general educators. In addition, special education teachers will gain knowledge about the general education curriculum. Sometimes collaboration with general education teachers can help special education teachers widen their base of support.

Secondly, sometimes special educator who are new to the school may not know which direction to turn to for assistance in finding resources and materials. The induction mentor should be trained and experienced and offer a wealth of resources to the new special education teacher. Mentors should provide teaching and learning resources to special education teachers because this will decrease the turnover rates. New special education teachers should keep in contact with their mentor on a regular basis to gain assistance and direction.

Thirdly, the mentoring program should have a trained mentor who can empower and encourage new special education teachers to teach and learn. In addition, promote professional growth and development. The induction mentor should prepare special education teachers to face common challenges by offering emotional support. Sometimes special education teachers need that extra support to lead them in the right direction and give supportive advice when they have challenging situations. Special education teachers benefit from frequent support for professional and emotional needs.

Finally, the mentoring program should offer a proper collaboration system; access to resources and a trained mentor. Putting a concrete plan in place for new special educators will decrease the turnover rates. Mentoring programs should be geared toward teacher commitment and retention. Administrators should ensure that mentors are trained and experience to assist new special education teachers through the challenges of teaching and planning.

References

- Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high quality new teachers*. (Report). Washington, DC. Retrieved April 18, 2016, from <http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf>
- Cancio, E. J., Albrecht, S. F., & Johns, B. H. (2013). Combating the attrition of teachers of students with EBD: What can administrators do? *Intervention in School and Clinic*, 49(5), 306-312. doi: 10.1177/1053451213513953
- Demik, S. A. (2008). Experiencing attrition of special education teachers through narrative inquiry. *The High School Journal*, 92(1), 22-32. doi:10.1353/hsj.0.0009

- Major, A. E. (2012). Job design for special education teachers. *Current Issues in Education*, 15(2). Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/900>
- Moorewood, A., & Condo, A. (2012). A preservice special education teacher's construction of knowledge: Implications for coursework and retention in the field. *Rural Special Education Quarterly*, 31(1), 15-21.
- Schlichte, J., Yssel, N., & Merbler, J. (2005). Pathways to burnout: Case studies in teacher isolation and alienation. *Preventing School Failure*, 50(1), 35-40
- Wasburn, M. H., Wasburn-Moses, L., & Davis, D. R. (2010). Mentoring special educators: The roles of national board certified teachers. *Remedial and Special Education*, 33(1), 59-66. doi:10.1177/0741932510364549.

About the Author

Reshma Mulchan is a fifth-grade teacher at an Elementary School in South Florida. She obtained her bachelor's degree at Broward College and is currently a graduate student at Florida International University pursuing a Master's Degree in Special Education with a concentration in Autism. She believes that Special Education Teacher Attrition rates can be curbed if there is an effective support system in place. Her current research focuses on the factors that cause special education teacher attrition.

Buzz from the Hub

All information and more details of the information below can be found at:

<http://www.parentcenterhub.org/repository/buzz-march2016/>

New Transition-Related Resources in the Hub

CPIR's resource library is ever-growing, so it's helpful to know what's been recently added. Here are several you may find useful in the coming days and months.

WIA is Now WIOA: What the New Bill Means For People with Disabilities.

With the passage of the Workforce Innovation and Opportunity Act (WIOA), Congress reauthorized the Workforce Investment Act of 1998 (WIA), including the Rehabilitation Act, through 2020. What does this 300-page legislation mean for people with disabilities, especially youth in transition from secondary school to adult life? This brief from the Institute for Community Inclusion discusses the major highlights.

Core Principles for Engaging Young People in Community Change.

The 8 core principles described in this paper from the Forum for Youth Investment can help build the capacity of organizations and communities to ensure that all youth, particularly those least likely to succeed without help, realize that they have the responsibility and resources needed to make their communities better places for themselves, their families and their peers.

Speaking Up for Yourself and Other Youth.

Speaking Up for Yourself and Other Youth is a resource page of the American Academy of Child Adolescent Psychiatry (AACAP), part of its Youth Resources collection. The page briefly defines what advocacy is in youth-friendly language, and identifies several other AACAP resources that youth might wish to consult, including Taking Charge of Your Treatment. The resource page also connects youth with several state and national youth organizations.

Spotlight on...Moving Toward Independence

Reaching the age of majority holds both promise and challenge for youth with disabilities. How do we support youth in moving toward living as independently as possible? Here are several resources youth and families (and Parent Centers!) might find helpful.

Addressing healthcare, finances, and independent living challenges.

Don't forget about CPIR's briefs on such age-of-majority issues as healthcare, managing finances, and independent living! In collaboration with the two national transition centers and reviewers in the Parent Center network, CPIR produced 4 *Age of Majority* briefs and held a **webinar** on the subject. They stand ready for your use and re-use!

National Resource Center for Supported Decision-Making.

Explore the Center's many offerings to find the ones that fit the needs of the youth and families

you serve—for example, need a brief about person-centered planning or perhaps a webinar series on supported decision making?

The Life Skills Manual: Strategies for Maintaining Residential Stability.

The *Life Skills Manual* is an evidence-based curriculum that provides the content and resources needed to teach life skills to individuals who need assistance in this area. The curriculum is designed to be implemented in 6 group sessions, with an individual workbook to help consumers individualize the group content at their own pace. Modules focus on: food and nutrition management; home and self-care; money management; and safe community participation. Electronic copies of the manual are free. Simply complete an order form, provide your email address, and you'll be emailed the manual. Also available in **Spanish**.

Making the Move to Managing Your Own Personal Assistance Services: A Toolkit for Youth.

For transition-age youth with disabilities, issues surrounding managing Personal Assistance Services (PAS) can be intensified by normal developmental concerns such as striking out on your own and navigating the road into adulthood. This toolkit helps youth strengthen some of the most fundamental skills essential for successfully managing their own PAS: effective communication, time-management, working with others, and establishing professional relationships. There's also a **companion video** featuring youth with disabilities who use PAS and several additional tipsheets.

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.

10 Steps to Independence: Promoting Self-Determination in the Home.

Here are 10 ways that families can play a critical role in teaching their son or daughter to be self-determined. From the The National Gateway to Self-Determination.

Transition to Adult Health Care: Tips for Families.

From Parent to Parent of Georgia comes this handy 2-page brief for families on ways to support their youth's moving from pediatric health care to adult health care. A companion brief called *Embedding Health Goals into the IEP* is especially helpful when the young person has special health care needs.

What Parents Need to Know About Puberty and Sexuality.

This 38-minute video from the Utah Parent Center addresses one of the more sensitive issues in the journey to adulthood. It's also available in **Spanish**.

And while we're on the subject...Sexuality Education for Students with Disabilities.

Sexuality Education for Students with Disabilities is an extensive resource page in the Hub, and we've just updated its links, where you'll find lots of information about sexuality education you can share with families, schools, and children and youth themselves.

Resources Just for Parent Centers: Working with Youth in Transition

Check out the Transition Coalition’s “Presentations” Resource Library on Transition. You’ll find that the Transition Coalition’s library includes PowerPoint presentations, PDFs, Word docs, and Webinars with such on-point topics as:

- * Transition Multi-Tiered Systems and College and Career Readiness
- * Working with Families during Transition Planning
- * Working with Culturally Diverse Families during Transition
- * Transition Assessment: The Big Picture

You’ll need to create an account (which is free) in order to access any and all of these modules.

Heard of YO!?

In the context of our issue’s theme, YO! stands for Youth Organizing Disabled and Proud. In YO!’s own words, “YO! connects, organizes and educates youth with disabilities! YO! gives youth leadership opportunities, social networks, resources, and more. YO! is for youth with disabilities to be PROUD of who we are and what we can achieve!” Check it out!

Best Practices Guide in Mentoring Youth with Disabilities.

This guide can serve as a useful tool to help individuals and organizations start their own mentoring program for youth or expand a current program to include youth with disabilities. From Partners for Youth with Disabilities.

From the Journal of American Academy of Special Education Professionals (JAASEP)

Cameras in Self-Contained Classrooms: Legal, Professional and Student Implications

Ashlee Ivie

Southern Utah University

Abstract

This paper examines the use of cameras in self-contained special education classrooms. It begins with an examination of the legal framework used when administrators are contemplating the implementation of video surveillance within the classroom. It gives a brief summary of the Family Educational Rights and Privacy Act, Individuals with Disabilities Act, No Child Left Behind Act, and The Fourth Amendment of the Constitution and how they connect to the use of classroom cameras. This paper also explores several important court cases surrounding video footage within classes, as well as, the pros and cons of using audio-visual equipment to monitor individual classrooms. A field study conducted in Wasatch School District provides anecdotal information regarding video surveillance and outlines the advantages and disadvantages from the viewpoint of a behavior specialist, school psychologist, principal, and special education coordinator. The paper concludes with an analysis of the relevance of classroom cameras to professional goals as outlined by the Educational Leader Policy Standards.

Legal Foundation

Several laws should be regarded when making the decision to utilize cameras in self-contained classrooms. School districts should carefully study legal documents regarding student and parent rights prior to installing cameras in special education classrooms. The four federal laws that schools should consider include the Family Educational Rights and Privacy Act, Individuals with Disabilities Education Act, No Child Left Behind and the Fourth Amendment of the Constitution.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, often referred to as FERPA, is a federal law that protects the privacy of the educational records of students attending schools that receive funding from the U.S. Department of Education. It ensures students-of-age (18) and their parents have the right to inspect and copy personal educational records, challenge the accuracy of the records through a hearing, and determine what confidential information is released. Schools must receive written parental permission to release any information from a student's record to unauthorized parties (Essex, 2008).

Under FERPA, schools are allowed to disclose records without consent under certain conditions or to certain parties. School officials with legitimate educational interest, specified officials for evaluation or auditing, officials in health or safety emergencies or state and local authorities within a juvenile justice system can all have access to a student's educational record without parental consent (U.S. Dept. of Ed). Parents must receive a notice of their FERPA rights, which outlines the procedures for inspecting and reviewing educational records, requesting records be amended, and the criteria for determining who is a school official and what is a legitimate educational interest (Essex, 2008).

Administrators should carefully consider the rights outlined in FERPA prior to making the decision to place cameras in the classroom. Administration will have to ensure each individual student's right to privacy is intact, while balancing the parent's right to review educational records. If video recordings are considered educational records, parents have a right to view them. Parents may want to view video recordings of their child, but it then violates another student's right to privacy. Policies will need to be put in place to ensure that every student's rights are protected. Teachers will be required to keep the videos confidential and access will need to be limited to school officials that have a legitimate educational interest.

Individuals with Disabilities Act

Another important law to be familiar with when contemplating cameras in special education classrooms is the Individuals with Disabilities Education Act (IDEA). This law was initially enacted in 1990 and was later reauthorized in 2004 under the new name, Individuals with Disabilities Improvement Act (IDEIA) (Essex, 2008).

IDEIA functions as a protection for students with disabilities. IDEIA guarantees students in special education a free and appropriate public education, right to due process, and the right for a student to receive education in the least restrictive environment (Essex, 2008). IDEIA also provides parents and students with procedural safeguards, such as confidentiality, prior written notice, parental consent for evaluations, and right to due process. Much like FERPA, IDEIA also affords parents the right to review special education records and that these records will be protected. Special educators are legally required to keep all records in a locked cabinet with a records access authorization list posted. Those authorized to view records have an educational purpose to do so (U.S. Department of Education, 2014).

When considering the placement of cameras in the classroom, teachers and administrators have the responsibility to protect the rights of all students. Recordings must be kept confidential. Under the guidelines IDEIA, Parents are guaranteed prior written notice, thus they have to be notified in writing that cameras are in their child's classroom. Special Educators and Administrators must enforce that the video recordings be for educational use only, or cameras could infringe on a student's right to a free, appropriate public education and constitute a FERPA violation. Having cameras in the classroom may help teachers and school districts implement key aspect of IDEIA. Analyzing footage from cameras may assist teachers in evaluating if students are truly receiving a free, and more specifically and appropriate education, as well as, if they are in the least restrictive environment.

No Child Left Behind ACT

The No Child Left Behind ACT of 2001 (NCLB) is also a law involved in decision to place cameras in the classroom. One focus of NCLB is to ensure all students have access to high quality education. This is measured by annual testing and specific qualifications for teachers. NCLB requires schools to hire highly-qualified teachers and provide support to improve their pedagogy and ultimately their student performance (No Child Left Behind Act 2001).

Cameras may act as a support to NCLB by providing useful information for teacher improvement. Having cameras in the classroom may provide a tool for teachers to analyze their teaching and classroom management. Educators can use video self-evaluate the effectiveness of their instruction and implement strategies to increase student engagement and participation. Teachers can also use video as a way to collect data on student behavior, find patterns regarding behavioral triggers and use this information to create or improve individual student behavior plans. Special Educators can also use recordings to train para educators in appropriate instructional and behavior management strategies. Finally, cameras could provide administrators with a more accurate view of the daily instruction that happens within the classroom. Principals can reinforce best educational practices and also coach teachers on areas for improvement. It can also give special education coordinators direction on what professional development his/her staff would benefit from.

The Fourth Amendment of the Constitution

The fourth amendment of the Constitution of the United States provides administrators and teachers with important constitutional rights to consider when using cameras in individual classrooms. The fourth amendment states:

“The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon

probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.” (FindLaw 2014)

Teachers may feel that cameras in their classrooms is a violation of their fourth amendment rights because the footage may be considered an “unreasonable search.” District school boards would benefit from making a policy regarding video surveillance. This policy should include the requirement to notify parents, students, and teachers that cameras will be used in the classroom. It should also outline who will have access to the video and under what circumstances, as well as define the purposes for the video footage. Teachers and other individuals recorded by school video security have the general right to view the content, so long as it does not violate the rights of someone else. The policy should also include the storage and retention of the surveillance. These steps will help school districts ensure the rights of all parties involved are protected.

Important Court Cases

The placement of cameras in special education self-contained classes is a fairly recent issue and has made its biggest splash in the courtrooms within the last several years. Several court cases have been initiated in different states, however, no rulings have been made at the federal level. There are many court cases that provide information regarding the use of cameras in classrooms; however, for the purpose of this paper only three will be discussed. In several of the cases, footage from classroom cameras were used as evidence of child abuse. These cases can be an excellent resource to school districts. They provide examples of issues that have already arisen about the use of cameras in the classroom and can help administrators identify the pros and cons of classroom surveillance.

Senate Bill 1380

The creation of Senate Bill 1380 (SB1380) began from a petition that was started on change.org in 2013 by Maranda Collins Marvin of Houston, Texas. The petition advocated for the use of cameras in special education classrooms across the state of Texas. Marvin focused on the vulnerability of students with disabilities, especially those who are nonverbal. She cited several news reports about abuse within special education classrooms, in addition to individual parent experiences regarding adverse punishments their children had been exposed to. Marvin gave examples of disciplinary actions that had been reported by parents, such as: **“bruises on their child’s body - found out that their child’s hair was ripped out and then the child was closed in a filing cabinet - made to eat hot sauce covered crayons - had water sprayed into their face at point blank range - slapped, pushed, & beaten - made to sit in a closet/store room for extended periods of time without food or water.”** (Marvin 2013). The petitions main objective is to protect children with disabilities from these horrendous acts.

Over a thousand people signed Marvin’s petition. Two representatives from the Texas Senate helped draft a bill called SB 1380 and fought to enact it as law. SB 1380 required each school district in Texas to install cameras in their special education classes, including those in charter schools (Patrick, 2014).

The bill outlined policies for footage retention, prior written notice given to parents before installation, and camera placement, coverage and equipment funding. Cameras were to cover all areas of the classroom except for the bathroom and any other area where students changed their clothing. If parents wrote a letter and submitted it to the district denying video consent within 30 days of the prior written notice, the school was prohibited to place a camera in that classroom. The video footage was to be retained for at least 6 months. School districts were granted permission to accept gifts, donations and grants to fund this project. If no funding was given through these means, districts had the responsibility to purchase the video surveillance equipment (Patrick, 2014).

SB 1380 was passed by the Texas State Senate, but did not pass the Texas House of Representatives. The main argument against the enactment of SB 1380 was the financial burden placed on school districts to pay the cost of installing and maintaining cameras. Each camera was estimated to cost a minimum of seven hundred dollars. Critics believed that if the state was going to mandate the use of cameras, the state should also assume the financial responsibility (Rambin, 2014).

Phipps et al v. Clark County School District

One court case that demonstrates the importance cameras can play in the classroom is *John Phipps v. Clark County School District*. The Phipps family expressed they believed their child was being abused at school. Their son had returned from school with bruises and rug burns on his body. The principal investigated the alleged abuse and reported that the student was causing the bruises and rug burns. Another parent came forward with suspicions of abuse taking place in the classroom and reported it to the Clark County School District. Clark County School District placed hidden cameras inside the classroom without notifying the teacher or staff. The video footage verified the parents' allegations. Phipps' son was abused by the substitute teacher and a para professional. The substitute teacher and para professional are no longer employed by the District (*Phipps v Clark County School District*, 2013).

The surveillance footage proved useful evidence of child abuse taking place within the special education classroom. If Clark County School District had not used cameras, the abuse may have taken much longer to prove and the student's safety would have continued to be in jeopardy. Administrators can use this tool to maintain a safe school environment. This case demonstrates that video can protect students and teachers from abuse and abuse allegations.

Plock v. Board of Education of Freeport School District

Plock v. Board of Education of Freeport School District discusses the placement of cameras in special education classrooms and if it is a violation of the fourth amendment. The plaintiffs, two special education teachers employed by Freeport School District, were accused of abuse. The teachers taught "EXCEL" and "Life Skills" classes. The school district moved to install audio and visual recording equipment in these classrooms. When asked where the cameras were installed, administration asserted, "Where the most vulnerable children, both physically and emotionally challenged, were assigned." (*Plock v Board of Education of Freeport School District*, 2007). The plaintiffs willingly agreed to the placement of cameras for visual monitoring, but objected to the audio monitoring. They filed suit stating that audio monitoring was an unreasonable search and an invasion of privacy. They also claimed that audio recordings was against the Illinois Eavesdropping Act (*Plock v Board of Education of Freeport School District*, 2007).

The court had to determine if the fourth amendment was applicable to a classroom setting or if a classroom was considered a public environment. In *O'Connor v Ortega*, the Supreme Court ruled that, "some government offices may be so open to fellow employees or the public that no expectation of privacy is reasonable." Using this precedent, It was decided that an

"entire classroom in a public school building is not reserved for the teacher's exclusive, private use. Rather, classrooms are open to students, other faculty, administrators, substitute teachers, custodians, and on occasion parents...The classroom in public school is not private property of any teacher. A classroom is a public space in which government employees communicate with members of the public." (*Plock v. Board of Education of Freeport School District*, 758)

The court ruled that the Board of Education of Freeport School District was not infringing upon the fourth amendment rights of the plaintiffs by installing cameras.

The court determined that the school board was not in violation of the Fourth Amendment, so therefore, the claim regarding the Illinois Eavesdropping Act was dropped. All pending motions were arguable and thus the case was terminated (*Plock v Board of Education of Freeport School District*, 2007).

The results of this case may help administrators with the decision of placing cameras in classrooms. It established that classrooms are considered public offices do not violate teachers' privacy. The camera footage ended up providing the school district with evidence of abuse, which also validated the school board's decision to monitor the classroom through video and audio surveillance (*Plock v Board of Education of Freeport School District*, 2007).

Theory to Practice

There are many positive and negative outcomes to consider when placing cameras in special education classrooms. Districts and school administrators should weigh the pros and cons associated with video surveillance prior to making a policy or implementing its use.

Pros

Cameras can serve a variety of purposes that positively affect teachers, students, administrators and the school as a whole. They can help improve instructional practice, provide information for behavior management, increase student and teacher safety and be a way to keep important records.

Teacher and Student Safety. Many of the court cases mentioned above mention the vulnerability of abuse student with disabilities face. Self-contained classrooms are filled with individuals with complex needs, behaviors, and disabilities. Special Education teachers must follow procedures outlined by their state regarding discipline. The state of Utah uses a manual called the Least Restrictive Behavioral Interventions (LRBI). LRBI provides a pyramid of interventions, starting with the least restrictive to the most restrictive. It instructs educators to always start with the least restrictive practices. These practices are defined as a positive behavior support system. This system includes establishing classroom expectations, explicitly teaching positive behavior, reinforcing positive behavior, and correcting behavioral errors. It also outlines the use of more restrictive practices such as, seclusionary time out and physical restraint and the appropriate circumstances in which to use them (Utah State Office of Education, 2014).

If teachers are not following the procedures set forth in the LRBI, they may be harming a student. A teacher may be using unapproved physical restraints or utilizing them as an initial intervention in replace of positive behavior supports. Accusations of abuse are evident in the court cases mentioned above. Camera footage can provide administrators with the unbiased information regarding instruction practices taking place inside classrooms. Footage can provide evidence of abuse, either from other students or teachers.

It also may positively affect how teachers interact with students and prevent abuse, poor instructional pedagogy, or failure to adhere to the students Individualized Education Plan. According to an interview with Dr. Ben Springer, a school psychologist and district special education coordinator for Wasatch School District, video surveillance “increases visibility and accountability for educators” (Springer, 2014). He goes on to state, “lack of supervision breeds pathology,” meaning that “when practices go unsupervised, things go awry.” (Springer, 2014). When teachers know they are being filmed, they may be more likely to utilize best educational practices. Teacher are accountable for everything that goes on in their classroom, especially when a video can be reviewed by the district.

It can also be a protection to teachers from student abuse or abuse allegations. Students can exhibit aggressive behavior toward their fellow students or their teachers. Cameras can record these incidents and provide an accurate sequence of events, which can be analyzed by school psychologist, the special educator, and administration. This can help the school team come up with ways to protect staff and students.

Behavior Management. Cameras can be used in the classroom to help create and implement behavior plans for students with disabilities, as well as monitor behavior in general. Video footage can be used to identify the antecedent, function and consequences of student behavior. This information is essential in creating an effective and comprehensive behavior plan. Special educators often use a Functional Behavior Assessment (FBA) to create a Behavior Intervention Plan (BIP). This plan requires the observer to record what happens before the behavior, identify the problem behavior, and the consequences the teacher or staff administers in response. These components are examined to find the function of the behavior. Some reasons or functions behind a student behavior may be to get attention, to get a tangible object, to fulfill a sensory need, or to escape a task. With this information, a school team can introduce a positive replacement behavior to the student that serves the same function as the problem behavior. This information is all recorded into the BIP.

Sometimes it is difficult for the observer to record all the antecedent, behaviors and consequences in real time. Videos make it easy for the observer to review the material over and over, thus making the observation more accurate. Also, students and teachers sometime act differently when someone is observing them, or a student may be having an “out of ordinary” day. Cameras allow the school team to collect several data points, on several different days with no change to the student’s natural educational environment.

CareLog is a selective archiving tool to assist special educators and districts with conducting Functional Behavior Assessments. After a careful study of the requirements of FBAs, CareLog created a system that utilizes classroom cameras. Teachers often have the burden of taking data on problem behaviors in their

classrooms. Live data collection is tedious and difficult, especially when a teacher is trying to collect data while teaching. Training a para educator can also be a challenge. It takes time and often para educators lack the extensive knowledge on data collection procedures that are found in special education teacher programs (Hayes, Gardere, Abowd, & Truong, 2008).

CareLog capitalizes on “Automated capture and access technologies...allow[ing] for constant recording of information of live events, such as audio and video, for successful review at a later time.” (Hayes, Gardere, Abowd, & Truong, 2008) Cameras allow teachers to review classroom instruction and identify antecedents, behaviors and consequences.

Teacher Development and Training. Cameras can be a powerful tool in teacher development and training. Cameras allow educators to record lessons, behavior interventions, and interactions between staff and students. Teachers can examine their practice and find ways to improve. Many teacher educator programs utilize video. Andrew Muffler, Behavior Specialist for Wasatch District recounts,

“I used [cameras] during my student teaching. We used it to study the effectiveness of my teaching. I was able to go back and watch how I did. I could take notes and see where I needed to be more prepared with content, or where I needed to use a different type of teaching method to disseminate information to the students. We also used it to keep data for the students to be able to do things like timing how long they stay in their seat, or how many times they blurted out some phrase. It was very beneficial to me as the teacher to improve my teaching and to keep better data so that I didn't have to do it while I was teaching.” (Muffler, 2014).

Cameras give educators the opportunity to review their instruction several times and analyze pedagogy. Using this information they can make important changes to improve student achievement.

It can also provide special educators with a more concrete way of training their para educators. Teachers can show para educators student behavior triggers, task engagement, and specific teaching strategies through sharing video footage with them. It provides para educators with real life examples. It can also help special educators identify areas their staff needs more support with and help them plan trainings in these areas.

Administrators can use videos to drive professional development decisions and support new teachers. Administrators have many responsibilities and often have a limited amount of time to observe and coach teachers. Sometimes different teachers are teaching at the same time. A principal cannot be in two places at once. Cameras can help with these logistical difficulties. The principal can review recorded lessons, take notes and schedule times to provide instructional coaching for individual teachers or teacher groups. This would be especially helpful for new teachers. New educators can review, analyze and improve their teaching at the beginning of their careers. They can ask for resources and supports to help them in the areas they identified in the video as weak. Administrators can give feedback to new educators and use this information to link them with mentors who have the best strengths to help them.

School-Wide Improvement. The use of classroom cameras can improve teacher, student, and staff safety, thus impacting the overall safety of the school. It may help create an environment of care and security school-wide because students, parents, teachers and administrators know that they will have a record of classroom happenings.

Record. Special education teachers are required to keep meticulous records. They keep records related to the student's Individualized Education Plan (IEP), goals, behavior and parent contact. Video is just one more way educators can keep records of events that happen in the classroom.

Cons

In addition to the pros of classroom camera use, there are also several disadvantages. It can induce teacher and student stress and may cause them to feel their privacy has been taken away. The cost of the equipment and time constraints teachers and administrators face can also be a challenge.

Stress. Teachers and students may experience more stress if they feel that they are being constantly filmed. They may feel that what they do or say is continually under scrutiny. Students with anxiety may experience more stress knowing they are being filmed. Teachers may interpret the placement of cameras as a lack of trust from their administrators or parents.

Privacy. As mentioned in the *Plock v. Board of Education of Freeport District*, teachers may feel that cameras in the classroom are a violation of their privacy. They may feel that they have an expectation of privacy (*Plock v. Board of Education of Freeport School District*, 2007). Obviously the court ruling dictates otherwise; however, administrators should be sensitive to this concern. Teachers should be notified that cameras will be placed in their classrooms and the purpose they will serve.

Cost of Equipment. Often time the burden of purchasing video surveillance equipment falls on the shoulders of individual school districts. Installing high quality cameras can be very costly. Spending money on video equipment may take funds away from other areas that benefit student achievement, which can be an extremely difficult decision for district to make.

Bill Gates would like to take the financial pressure off of school districts and require the country to spend five billion dollars on camera equipment. He believes that cameras in the classroom could greatly benefit education. He acknowledges that five billion dollars is a large sum, but states "...to put it in perspective...it's less than 2% of what we spend on teachers' salaries and benefits" (Kamentz, 2014). If the bill passes, it could be a game changer for school districts. If the bill does not pass, districts will have to accrue the cost of video equipment through district funds, donations or grants.

Time Constraints. Monitoring equipment and view video may take a substantial amount of time from educators and administrators. Teachers and administrators already have so much to do, cameras may become more a burden than a help.

Field Activity

Current Use of Cameras at Wasatch High School

Wasatch High School is located in Heber City, Utah. It has roughly 1,800 students and is the only high school in the district. The high school has forty-three surveillance cameras in use, 4 of which are located in rooms where classes are taught. The classroom cameras are in the gyms where physical education is taught and in the band room. There are no cameras in self-contained classrooms. The cameras primarily positioned to film the hallways, commons, and parking lots (Kelley, 2014).

The cameras were installed in the high school in 2001-2002 school year. The school board made this decision after studying other schools that used cameras (Kelley, 2014). The board made a district video surveillance policy. The policy outlines the procedures for the "access, use, disclosure, retention, security, and disposal of video security surveillance records

(Wasatch School District, 2014)." The policy states that purpose of video surveillance is to protect students, staff and the public and investigate criminal activity and vandalism. Tapes or records of footage will be stored in a secure environment under key and lock. Also the superintendent and the school administrators will be granted access to the video recordings - both real time and archived. The video will be retained for a fourteen day period. If a criminal investigation is underway, law enforcement may also be granted access to video and the video will be available for at least one year. Anyone that is filmed may be granted limited access to the video under the discretion of the building administrator (Wasatch School District, 2014).

Pros and Cons in Our School

In an interview with Shawn Kelley, principal of Wasatch High School, he articulated several advantages and disadvantages to video surveillance in self-contained classrooms. The main benefit to classroom cameras mentioned by Mr. Kelley was the protection they offer to teachers and students. It can corroborate suspicions of student abuse and also protect teachers from false allegations. The major disadvantage is the cost of the equipment. Mr. Kelley also mentioned that cameras were most beneficial in areas of low supervision. The classroom is a highly supervised area and therefore in theory would not have as high of a need of video surveillance (Kelley, 2014).

Dr. Ben Springer, special education coordinator for Wasatch District listed different pros and cons than Mr. Kelley. He thought cameras would be most useful as instructional tools, with the purpose of collecting data on student behavior and developing effective staff training. He was less interested in the use of cameras as a classroom surveillance device. With his school psychologist background, Dr. Springer sees classroom cameras as an invaluable observation tool. He cites a situation that happened on a special education bus in the district. A male student attacked a female student. It was all on tape. He was able to review the footage, identify the student's triggers, create a behavior plan and train bus aids on proper behavior management procedures (Springer, 2014).

He lists the major con to classroom cameras is the lack of public understanding. He says that the public has limited understanding of what goes on in a self-contained classroom. Student with severe disabilities may exhibit extreme behavior where physical restraint is appropriate. He also states that he does not like the idea of cameras being a "chronic eyeball", mostly because he wants to respect student privacy. Students may have compromising behavior filmed. Dr. Springer gives the example of "a student struggling with self-stimulatory behavior and starts masturbating in class. Now that is on video." He feels that when you are working with students with cognitive, emotional and social impairments you have to be extremely careful with video content. When talking about continual classroom video, Dr. Springer asserts "we do not live in a data secure enough world where I would feel comfortable with that." Classroom cameras can provide important student data, but also can present complexities that administrators must face (Springer, 2014).

Relevance to Professional Goals

The implementation of video recording in self-contained classrooms can support many professional goals. The Educational Leadership Policy Standards outlined by ISLLC focus provide guidelines for administrators to create and meet important professional goals. When making the decision to put cameras in classrooms, districts should review the standards outlined by ISLLC.

Standard One

ISLLC standard one is "An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders." (The Council of Chief State School Officers, 2014) The evidence of this standard centers around creating and evaluating student goals. Cameras can help special education teachers "Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning." (The Council of Chief State School Officers, 2014) The data collected from video footage can help educators create plans for learning and behavior, thus creating an environment of continual improvement. Video can also help teachers monitor progress and adapt plans and instruction to better support students.

Standard Two

Standard two's focus is creating a school culture that promotes "the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." (The Council of Chief State School Officers, 2014) One of the ways administrators can do this is by supervising instruction. Cameras provide an additional way for administrators to evaluate the instruction students are receiving. Technology, such as cameras, can be a way to assess student progress and evaluate the effectiveness of instructional programs.

Standard Three

One of the most important aspects of standard three is to "promote and protect the welfare and safety of students and staff" (The Council of Chief State School Officers, 2014). Cameras can prevent abuse or unprofessional behavior from happening in classrooms. Teachers are less likely to practice inappropriate or unprofessional behavior if they know they are being recorded. Video can also verify alleged abuse or aggression by teachers or students. Administrators can use this information to take the appropriate steps to put an end to these actions.

Standard Four

Many of the standards above mention the importance of collecting data to measure student achievement. Standard four encourages educational leaders to “collect and analyze data and information pertinent to the educational environment” (The Council of Chief State School Officers, 2014). As mentioned earlier sections, evaluating recordings can help teachers and staff know what environmental changes need to happen to improve student achievement and behavior. Teachers can examine the antecedents to the problem behavior and see what environmental factors are involved. They can make changes to seating, stimuli, staff, or reinforcement.

Standard Six

The final standard emphasizes the importance for an educational leader to “promote the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context” (The Council of Chief State School Officers, 2014). A major piece to accomplishing this goal is supporting students and families. Principals should be an advocate and encourage parent and student participation in the educational process. Cameras may help make parents feel at ease, knowing that their child is safe. It is also way for administrators to demonstrate that they hold their teachers accountable.

Conclusion

When making the decision to use cameras within the classrooms, administrators should carefully study important laws and court cases, weigh the pros and cons, and align their decision to professional goals. Court cases have established that classroom cameras are not a violation of the fourth amendment of the Constitution and that teachers do not have a right to privacy because classrooms are considered public offices. Districts can use cameras to help collect data on instruction, student behavior and also thwart student abuse. Audio-visual equipment is expensive and can be a heavy financial burden to districts and may cause teacher and student stress. Cameras can also become a valuable tool to meet student and professional goals when used ethically and effectively. All of these aspects should be taken into consideration when making the decision to install cameras with in self-contained special education classrooms.

References

- U.S. Department of Education. (2014, October 29). *Building a Legacy: IDEA 2004*. Retrieved from ED.gov: <http://idea.ed.gov/explore/home>
- Wasatch School District. (2014, October 30). *Video Surveillance Policy*. Retrieved from Wasatch School District: http://www.wasatch.edu/cms/lib/UT01000315/Centricity/Domain/2/Article_III_Video_Surveillance_Policy.pdf
- Essex, N. L. (2008). *School Law and the Public Schools: A Practical Guide for Educational Leaders*. Boston: Pearson.
- Hayes, G., Gardere, L., Abowd, G., & Truong, K. (2008). CareLog: A Selective Archiving Tool for Behavior Management in Schools. *CHIP 2008 Proceedings-Tools for Education*, (pp. 685-694). Florence .
- Kamenetz, A. (2014, October 30). *UPDATED: New Details On Bill Gates's \$5 Billion Plan To Film, Measure Every Teacher*. Retrieved from Creative Conversations: <http://www.fastcompany.com/3007973/creative-conversations/updated-new-details-bill-gatess-5-billion-plan-film-measure-every-tea>
- Kelley, S. (2014, October 30). Interview with Shawn Kelley. (A. Ivie, Interviewer)
- Muffler, A. (2014, October 2014). Interview with Andrew Muffler. (A. Ivie, Interviewer)
- Patrick, D. (2014, October 30). *SB 1380 House Committee Report Version*. Retrieved from Texas Legislature Online: <http://www.capitol.state.tx.us/Search/DocViewer.aspx?ID=83RSBo13804B&QueryText=%22sb+1380%22&DocType=B>
- Phipps v Clark County School District, 2:13-cv-00002 (United States District Court for the District of Nevada January 25, 2013).

- Plock v Board of Education of Freeport School District, 07 c 50060 (United States District Court, N.D. Illinois, Western Division December 18, 2007).
- Rambin, J. (2014, October 30). *Bill Requiring Surveillance In Special Education Classes Heads to House*. Retrieved from Austinist:
http://austinist.com/2013/04/08/bill_requiring_surveillance_in_spec.php
- Springer, B. (2014, October 31). Interview with Ben Springer. (A. Ivie, Interviewer)
- The Council of Chief State School Officers. (2014, October 30). *Educational Leadership Policy Standards*. Retrieved from ISSLC2008:
[http://www.vide.vi/data/userfiles/Educational_Leadership_Policy_Standards_2008%20\(1\)\(1\).pdf](http://www.vide.vi/data/userfiles/Educational_Leadership_Policy_Standards_2008%20(1)(1).pdf)
- Utah State Office of Education. (2014, October 31). *LRBI Guidelines*. Retrieved from Utah State Office of Education: <http://www.schools.utah.gov/sars/DOCS/resources/lrbio7-09.aspx>

NASET Sponsor - NASCO



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

Latest Employment Opportunities Posted on NASET

Special Education Teacher

Washington, DC

Job Category: Teacher

Description

Center City Public Charter School's PreK-8th grade neighborhood-based schools provide a high quality, well-rounded public education. Our mission is to empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington D.C.

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.

Job Summary

- Position helps to create a classroom culture that represents Center City's high expectations for every scholar and its core values. Inclusion Teachers are expected to provide specific and timely feedback on scholar effort, behavior and student work.
- Work collaboratively with the general education teacher to ensure Inclusion Model is implemented consistently at Center City PCS.
- Position provides instruction that supports, supplements, and extends excellent classroom teaching Position is responsible for analyzing mandated data and planning for future special education needs.
- Position is responsible for instructing students individually or in groups to enable students to ensure students are receiving accommodations and modification in accordance with IEPs.

Essential Duties

- Collaborate and co-teach daily effective differentiated instruction
- Engage parents and families in their child's academic success
- Ensure that Center City PCS is in compliance with Federal and State Law

We are actively recruiting in these grade bands and content areas:

**Grades 2-5 (all content areas)
MS Math**

Qualifications

- Bachelor's degree and meet the content knowledge requirements of the subject matter taught by taking the required Praxis (Elementary, ECE, or content specific test)
- Minimum of 2 years of urban teaching experience
- Practical experience working with children with special needs

- Demonstrate verbally basic clinical/diagnostic understanding of the identified child's needs

Benefits

Teachers work hours: 8:00AM to 4:30PM Monday-Friday. Every Wednesday students leave at 2:30 to allow for campus professional development and one Wednesday each month, teachers enjoy Wellness Wednesday, when they leave school at 2:30pm.

Contact

Please complete our online application: <https://centercitypcs.tedk12.com/hire/index.aspx>

Special Education Teacher

Memphis, TN

Job Category: Special Education Teacher

Achievement Schools Teacher – 2016-2017

The Opportunity

The Achievement Schools represent an unprecedented effort to provide an excellent neighborhood school for every child in the Frayser community of Memphis. A network of five zoned, neighborhood turnaround schools, the vision of the Achievement Schools is for every child in Frayser to attend an excellent neighborhood school. Since 2012, the Achievement Schools have been partnering with families and community members to provide an excellent education to students in Frayser.

The Achievement Schools currently operate five schools in Memphis: Corning Achievement Elementary, Frayser Achievement Elementary, Georgian Hills Achievement Elementary, Whitney Achievement Elementary, and Westside Achievement Middle.

Skills and Characteristics for Success

The Achievement Schools is actively seeking teachers who embody the following characteristics:

- Team Player
- Driven
- Culturally Aware
- Data-driven
- Professional
- Self-Aware

More specifically, an Achievement Schools Teacher will...

- Foster a positive, productive classroom culture
- Plan and deliver rigorous, standards-aligned lessons that cultivate students' knowledge, skills, and abilities
- Contribute to the school community
- Use data to reflect regularly upon student learning and adjust course when necessary
- Collaborate with colleagues in a productive and professional way

Life at the Achievement Schools

You can expect the following as an Achievement Schools teacher:

- Achievement Schools have an extended school day.
- Teachers operate on an 11 month work year.
- Teachers are evaluated via the Guiding Rubric for Instruction Transformation (GRIT). There will be a minimum of 3 formal evaluations each year and bi-weekly informal observations followed by feedback and coaching conversations.
- Achievement Schools operate on an open-door policy. Parents and visitors are always welcomed into our schools and classrooms
- Teachers are expected to uphold common cultural practices in their schools
- Teachers are expected to be on time and prepared daily
- Teachers will have planning time, however, Teachers are expected to participate in school and network meetings, including data meetings, coach meetings, and network-wide PD.

Desired Qualifications

- Bachelor's Degree from an accredited institution required
- Experience teaching in an urban community preferred
- Current Tennessee teacher license required
- Commitment to working in the Frayser community with historically underserved students required

Benefits of Working at the Achievement Schools

- Professional development, coaching, and support
- Opportunity for career growth and development through the Achievement Schools Teacher Career Pathways
- A centralized curriculum planning and coaching team which will support your planning efforts in the classroom
- Proven, experienced Memphis leadership in schools and at the network leadership level
- Generous compensation and benefits package with opportunities for significant growth and leadership

...and more!

Compensation

A teacher's starting salary is based on prior teaching experience and can range from \$47,000 - \$70,000. However, a teacher's total annual compensation is made up of four components: base salary, team performance bonus, leadership pathway stipend, and comprehensive benefits. The benefits package includes medical, dental, vision, life, disability, flexible spending accounts, and a retirement/pension plan through the Tennessee Consolidated Retirement System (TCRS).

Contact:

Brian Gilson: bgilson@tnasd.org Website: www.achievementschools.org

Special Education Teacher

New York, NY

Job Category: Special Education Teacher

Description:

NYTPS is currently seeking monolingual/bilingual New York State Special Education Teachers to provide Services for Preschool and/or School Age Children. We offer placements throughout the 5 boroughs of New York City (Manhattan, Queens, Brooklyn, Bronx, and Staten Island). Choose the locations and schedules that work for you!

About New York Therapy Placement Services, Inc: New York Therapy Placement Services, Inc. has been a leader in the educational/healthcare services arena for over 30 years. Founded in 1986, the company plays an integral part in both the public and private health care sectors. We are proud of our reputation of "excellence" and commitment to providing services in compliance with local, state and federal guidelines. Our services are diversified and we pride ourselves in working with only the most experienced clinicians that are interested in making a difference in the lives of others.

About the position:

- Our office team is YOUR team, working hard to provide you guidance and help with case placement and billing.
- We provide numerous workshops which can be used for your professional development units.
- Assessment tools are available to you free of charge in our Lending Library.
- Clinical Coordinators visit with you out in the field for guidance and support. They are always available in-person, and for phone consultation.
- Full-time and part-time opportunities available. Very flexible schedules in both schools and home environments.

Requirements:

- NYS Permanent Certification in Special Education or NYS Initial or Professional Certification in Students with Disabilities. (Birth-Grade 2, Grade 1-6, Grade 5-9 and/or Grade 7-12)
- ABA experience a plus.
- Cannot be concurrently employed by NYC DOE.
- Bilingual Certification or passing score on the BEA Exam in any language welcome especially: Spanish, Mandarin/Cantonese, Hindi, Urdu, Punjabi, Russian, Arabic, Hebrew, etc.

Benefits:

- Flexible scheduling
- Flexibility in selecting case preferences (preschool, school age or home care)
- Opportunities are available based upon your geographical preferences
- The support of our Placement Coordinators and Clinical Supervisors

- Active therapists will receive discount towards our Workshops to earn Professional Development hours and CEU Credits!

Contact:

Please contact for more information:

Annie Demuccio: annie.demuccio@nytps.org

You can also apply through our career center:

<http://bit.ly/1YIMopw>

Director of Academic Support

Olympic Valley, CA

Job Category: Special Education Specialist

Description:

Squaw Valley Academy is looking for an experienced boarding school Special Education certified teacher to join our team and assist in the daily instruction of our students.

The ideal candidate will hold a Master's degree in Special Education, be currently certified and have 2+ years high school experience teaching in Special Education. Boarding school experience a plus.

Assist students in subjects of concern in two Resource classes (address study and organizational skills) and provide support to students in core classes. Assist in IEP/504 reviews, educating/informing faculty of best modalities for student success. Address faculty in one meeting a week on Professional Learning Community curriculum.

Evaluate and assist students class work, performance, and assignments. Prepare supplemental course materials such as syllabi, homework assignments and handouts. Individualize curriculum content to address various learning needs. Collaborate with colleagues to address teaching and research issues. Prepare and submit required reports related to instruction (Individualized Educational Plan goals, progress reports so on). Participate in all faculty campus and community events. Act as academic advisor to group of students (address study and organizational skills).

Run and coordinate 5 day a week, three hour daily Afternoon Learning Center. Assist with the daily boarding school coverage of afternoon activities, evening study hall and weekend duty.

Room and board included. Salary range is above average plus medical and dental Ins.

Email wgrant@sva.org with the following materials: Special Ed. Credential with authorizations and last expiration date, Letter of Recommendation, Resume

Requirements:

Experienced boarding school Special Education certified teacher with a Master's degree in Special Education, be currently certified and have 2+ years high school experience teaching in Special Education. Boarding school experience a plus.

Benefits:

- Room and board suitable for a single person.
- Medical and dental coverage
- Above average salary

Contact:

Email wgrant@sva.org with your Special Ed. Credential with authorizations and last expiration date, Letter of Recommendation, & Resume

Upper School Teacher

Brooklyn, NY

Job Category: Upper School Teachers - Math/Science/Spanish

Description:

The **Mary McDowell Friends School**, a K-12 college preparatory school for students with learning disabilities, is expanding its upper school and is seeking to fill positions for the 2016-17 academic year.

Requirements:

- Upper School Math Teacher MA required, Special Education experience a plus
- Upper School Spanish Teacher MA required, Special Education experience a plus
- Upper School Assistant Science Teacher BA required, Special Education experience a plus
- Assistant Director of College Guidance BA required minimum of three year experience in college admissions or high school college placement

Contact:

Please email cover letter and resume to angelams@mmfsnyc.org or mail to:

Mary McDowell Friends School
c/o Angela Meyer-Sooknarine
20 Bergen Street
Brooklyn, NY 11201

No phone calls or faxes please. EOE

Special Education Preschool Teacher

Burlingame, CA

Job Category: Special Education Preschool Teacher

Definition:

Under the supervision of the Director of Special Education, the SDC Preschool Teacher will provide specialized academic instruction utilizing appropriate strategies to identified students with moderate to severe learning disabilities.

Essential Functions and Job Duties:

Any one position may not include all of the listed duties nor do all of the listed examples include all the tasks that may be found in positions within this classification.

- Familiar with early childhood development including social-emotional, language, physical and school readiness
- Provide students with specialized instruction based on their identified needs
- Monitors student progress using data that reflects students performance on his or her IEP goals; adjusts instruction as needed
- Schedules IEPs within expected timelines
- Completes all IEP paperwork in a timely and accurate manner
- Prepare and maintain student records
- Acts as a case manager for assigned students
- Familiar with state preschool framework
- Plan, design and implement a comprehensive standards-based curriculum
- Ensure proper implementation of educational programs including designing and implementing behavior supports, sensory strategies and other interventions to support student learning
- Establish and maintain cooperative and effective working relationships with parents, general education teachers and other service providers and agencies
- Communicate effectively with team members, staff and agency representatives
- Demonstrate knowledge of special education law and well as SELPA and District policies and procedures
- Participate in professional development and maintain a high level of professional competence
- Establish and maintain a safe, orderly and child-centered classroom
- Perform other duties normally required to be performed by certificated employees as adjunct to the regular teaching assignment
- Willingness to toilet train.

Qualifications:

Any combination of education, training and experience which demonstrates ability to perform the duties and responsibilities as described

Experience and Education:

Valid California Education Specialist/ECSE credential (Early Childhood Special Education). Knowledge of Applied Behavior Analysis Principles (ABA) and the ability to implement behavior programs.

Other requirements:

Valid California drivers license and evidence of insurance

Physical demands: Ability to lift up to 30 pounds.

How to Apply:

To apply, please complete district Edjoin application and attach Letter of Intent, Resume, Reference letters, Copy of Credential(s). <https://www.edjoin.org/Home/JobPosting/790964>

Benefits:

Burlingame School District is located on the beautiful San Francisco Peninsula within easy commuting distance of San Francisco and many other areas serving educational, cultural, and recreational interests.

Burlingame School District features six TK-5 elementary schools (Hoover School is newly opening for 2016/17) and one 6-8 intermediate school totaling an enrollment of approximately 3300 students. These neighborhood schools provide high quality instruction and attention to each child's needs.

Programs, which include a Spanish Immersion program for grades K-8 and Project Base Learning for grades 6-8, are characterized by cooperative learning, small group instruction, and peer tutoring, direct design thinking and 21st Century learning and integration of technology. Excellence is our goal and our schools rank at the highest level in the California State Testing measures.

Contact:

Victoria Ouye

vouye@burlingameschools.org

650-259-3810

www.bsd.k12.ca.us

Special Education Teacher

Yuma, AZ

Job Category: Special Education Teacher for grades K-5

Description

Teachers are critical to student success, both academically and personally. Desert View Academy is a character-based school and aspires to teach the whole child. Consequently, DVA seeks to hire educators who embody certain traits. These traits include, but are not limited to: maintaining high expectations of themselves and their students at all times; addressing all students, families, and colleagues with respect; solution-seeking and optimistic mindsets; critical thinking skills; the ability to take and give constructive feedback; the ability to adapt to change and unexpected situations; willingness to adapt to individual students needs.

Essential functions of the job

- Provide instruction sufficient to achieve student performance results, while maintaining professionalism with students, co-workers, administrators, volunteers and parents.
- Assure instructional integrity within a learning culture consistent with Desert View Academy and state standards.
- Comply with all board policies and organizational processes, while supporting the overall mission of the organization.
- Maintain all safety rules and expectations throughout the campus.
- Multitask, establish and rearrange priorities, and maintain focus in a fast-paced environment
- Attend all professional development meetings and opportunities for professional growth and
- Demonstrate a continual focus on self-improvement and continuous learning
- Know, understand and use digital curriculum in both the student and administrative arenas
- Work with parents to build good working relationships with each family
- Participate in outdoor activities which may include play ground supervision, safety drills, traffic duties, etc.
- Perform all other duties as assigned by Building Leaders or Administration

All tasks associated with serving as a special education teacher are applicable.

Benefits

Desert View Academy is located in Yuma, AZ. We provide excellent benefits, competitive pay and a generous time-off schedule. You will find additional information about our salary and benefits on our website: <http://www.desertviewacademy.com/employment/>. We offer mentoring for new teachers and teachers who are new to Desert View Academy. We also offer a relocation stipend for those moving to the area.

Contact

Deb Weigel, Principal
928-314-1102
dweigel@desertviewschools.com

In order to apply for a position with Desert View Academy please go to:

<http://www.desertviewacademy.com/employment/>

There you will find a link to the Applicant Portal. Follow the link to the portal, create an account, and complete the application. Applications for a position cannot be submitted until you have completed your profile.

Special Education Teacher

Dhahran, Saudi Arabia

Job Category: Teacher

Description:

As one of the world's largest fully integrated energy enterprises, Saudi Aramco not only looks for individuals who can meet its expectations but for those individuals who can exceed them. Our intent is to become the world's leading integrated energy company by 2020, and to accomplish our goals, we want and encourage you to Dream Big. The professional rewards at Saudi Aramco are amazing, but so, too, are the lifestyle and benefits.

Saudi Aramco Expatriate Schools (SAES) is a well-established American curriculum school owned and operated by Saudi Aramco that opened its doors in 1944 as a one-room schoolhouse. Today, the district is comprised of six schools in four beautiful residential communities that enroll over 4,500 expatriate children who represent more than 80 nationalities. Employees of the Saudi Arabian Oil Company enjoy a highly competitive compensation and benefits package, generous vacation schedule, and a family-friendly lifestyle. SAES strives to be a preeminent school system where students achieve their maximum potential in a culture of continuous improvement. In support of this vision, SAES is seeking highly qualified, accomplished, passionate, and collaborative educators who love to work with children, aspire to learn and grow, and eager to embark on a life-changing opportunity.

Candidates must possess a Bachelor's or a Master's degree with specialization in appropriate subject/grade and hold a valid North American teaching certificate/license that reflects relevant endorsement(s).

SAES Special Education Teachers work collaboratively to plan, implement, and evaluate meaningful and developmentally appropriate interventions aligned to the SAES curriculum using adopted and approved programs, materials, resources, and instructional practices. Special Education Teachers adhere to their professional organization code of conduct and research based educational practice. In addition, Special Education Teachers are responsible for nurturing positive professional relationships and for working collaboratively with students, parents, and colleagues to optimize the educational experience for the entire learning community. Special Education Teachers perform under the supervision of school principals and in frequent partnership with other educators, paraprofessionals, and parent volunteers.

Requirements:

Apply in-depth knowledge of special education, developmental and learning theory. Deliver effective individual, group and classroom learning support as needed. Display classroom management and instructional skill while teaming with colleagues. Promote student responsibility for learning. Provide responsive support through instruction, consultation, and referrals. Demonstrate leadership and advocacy for student learning. Identify appropriate and measurable achievement goals for student progress. Use resources effectively to support individual/group learning differences. Model the collection, interpretation, and use of student learning data to optimize learning. Uphold and enforce Company and

School Board policies, administrative procedures, school rules and regulations. Engage actively in ongoing regional, district, school and independent professional learning and development to hone professional knowledge, skills, abilities.

A minimum of six years of full-time experience in a preK-12 school setting is required. Candidates must have worked full-time in an educational setting within the past three years.

Membership in professional organizations preferred.

APPLY HERE: https://krb-sjobs.brassring.com/1033/ASP/TG/cim_jobdetail.asp?partnerid=25270&siteid=5398&AReq=13389BR&Codes=ASC-W-NASET

OR EMAIL: Nicole.hopkins@aramcoservices.com

Resource Specialist Teacher

Mountain View, CA

Job Category: Teacher

PURPOSE OF POSITION

The Resource Specialist Teacher is solely responsible for the Resource Services Program for Kindergarten through Grade 12. The Resource Specialist Teacher supports all faculty members in implementing research-based, effective practices in meeting student needs within the classroom to support individual students who are struggling in classes due to individual learning differences. The Resource Specialist Teacher provides pertinent information and consultant services to staff members and parents and on-going student assessment and evaluation. This position reports to the Head of School.

LOCATION

This position is located at the Mountain View campus and might require occasional travel to the Berkeley and San Francisco campuses.

ESSENTIAL FUNCTIONS

- Evaluate students for the purpose of identifying student needs
- Develop educational plans (IEPs) for the purpose of meeting the individual needs of exceptional students and conducts on-going evaluation of student goals and objectives
- Administer appropriate educational assessment instruments and interprets and evaluates assessment results
- Coordinate services to students for the purpose of ensuring efficient instructions and an effective cohesive program
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery as needed
- Teach/instruct students for the purpose of ensuring successful progress towards student's goals and objectives
- Consult/collaborate with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process

- Plan for effective, meaningful integration of student instruction
- Deliver methods and services to match specific student needs
- Work with homeroom and subject teachers in a team effort to plan curriculum and student support
- Develop and implement modifications and intervention strategies
- Provide in-service training/presentations on accommodating for specific learning differences and a variety of learning styles
- Maintaining secure, up to date, and complete electronic files documenting academic support histories incl. meetings/communication with parents and teachers
- Translate all necessary documentation in an understandable format on Special Education forms and files and document necessary federal and state due process rights and procedures
- Attend regular and special staff meetings and actively participates as a member of the educational team
- Support the policies and programs of GISSV and performs assigned duties consistent with school policies, regulations and procedures.
- Carry out mission, vision, and values established by the GISSV community and its Board of Directors.
- Perform other duties as assigned by supervisor.

REQUIREMENTS

- Special Education Credential and/or a MA in Special Education; candidates with similar degrees and related training in specialized instructional practices and experience will also be considered.
- 3+ years teaching Special Education in an inclusive setting, preferably in a bilingual (German/English) environment
- High level of literacy in both English and German

For more please see posting on school webpage: <http://www.gissv.org/gissv-home-english/about-gissv/working-at-gissv>

CONTACT

Please direct your completed application, including a cover letter, resume, diplomas, 3 reference letters, transcripts, etc. by May 27, 2016 to Anja Friebe, HR Director at jobs@gissv.org, e-mail subject "Resource/Your Name".

Lower School Learning Specialist (Part-time)

Rockville

Job Category: Educational Support Services

Description

The Charles E. Smith Jewish Day School is seeking a part time special educator to work with students, teachers and parents in our Lower School for the 2016-2017 school year. The students will be in grades 3 – 5. This part time role is a benefit-eligible position.

The Learning Specialist will be part of a team of other special educators who work at the school through the Educational Support Services Department, providing a variety of strategies and interventions to students with diverse learning needs, both in and out of the classroom setting. In addition to providing direct remedial support to students, other responsibilities include design of individualized education plans, case management, chairing educational management team meetings and close collaboration with classroom teachers. Experience in co-teaching is preferred.

Requirements

Training and experience in one or more research based multi-sensory reading methods is required. Familiarity with effective reading comprehension, writing and math programs for students with language based learning disabilities is also necessary. Orton Gillingham trained learning specialists are preferred.

The ideal candidate must have:

- Master's Degree in Special Education from an accredited university.
- At least 3-5 years' teaching experience.
- A high level of interpersonal skills to work with staff and parents dealing with sensitive and confidential issues concerning a child's learning differences.
- Leadership skills to implement staff workshops and conduct parent meetings.
- Experience supporting students with executive functioning challenges.
- Excellent verbal and written communication skills.

Benefits

Comprehensive employee benefits package includes access to health, dental, vision, 403(b) retirement plan, life insurance, long-term disability, discounted lunch program, tuition remission and more.

Contact

Qualified candidates should submit a cover letter and resume to www.cesjds.org/careers Job Code LS700.

The Charles E. Smith Jewish Day School is an equal opportunity employer. We evaluate all applicants without unlawful consideration of race, color, age, religion, gender, marital status, disability, veteran status or any other characteristic protected by applicable law.

Description:

The Charles E. Smith Jewish Day School is seeking a part time special educator to work with students, teachers and parents in our Lower School for the 2016-2017 school year. The students will be in grades 3 – 5. This part time role is a benefit-eligible position.

The Learning Specialist will be part of a team of other special educators who work at the school through the Educational Support Services Department, providing a variety of strategies and interventions to students with diverse learning needs, both in and out of the classroom setting. In addition to providing direct remedial support to students, other responsibilities include design of individualized education plans, case management, chairing educational management team meetings and close collaboration with classroom teachers. Experience in co-teaching is preferred.

Requirements:

Training and experience in one or more research based multi-sensory reading methods is required. Familiarity with effective reading comprehension, writing and math programs for students with language based learning disabilities is also necessary. Orton Gillingham trained learning specialists are preferred.

The ideal candidate must have:

- Master's Degree in Special Education from an accredited university.
- At least 3-5 years' teaching experience.
- A high level of interpersonal skills to work with staff and parents dealing with sensitive and confidential issues concerning a child's learning differences.
- Leadership skills to implement staff workshops and conduct parent meetings.
- Experience supporting students with executive functioning challenges.
- Excellent verbal and written communication skills.

Benefits:

Comprehensive employee benefits package includes access to health, dental, vision, 403(b) retirement plan, life insurance, long-term disability, discounted lunch program, tuition remission and more.

Contact:

Qualified candidates should submit a cover letter and resume to www.cesjds.org/careers Job Code LS700.

The Charles E. Smith Jewish Day School is an equal opportunity employer. We evaluate all applicants without unlawful consideration of race, color, age, religion, gender, marital status, disability, veteran status or any other characteristic protected by applicable law.

Special Education Services Director

Scarsdale, NY

Job Category: Director of Special Education

Description:

- Oversee the day to day operations of the entire Special Needs Services department, specifically supervision of the preschool state funded year round programs, private class, and Developmental Disabilities Enrichment Services.
- Develop and implement all guidelines and policies with the purpose of ensuring compliance with all government regulations, as well as maintaining alignment with the JCC of Mid -Westchester's Nursery School mission.
- Innovate, develop and implement curriculum and remain current on special education and early childhood education best practices.

- Create program protocols; formulate policies and procedures for special services programs such as related services, evaluations, placement, and education of participants.
- Interact with Committee for Preschool Special Education and Committee for Special Education (school age) chairpersons to form a collaborative relationship. Attend, when needed, student's CPSE or CSE meetings at the parent's, staff or district's request. Be an active member of the Early Childhood Direction Center preschool meetings and the Hudson Alliance for Children with Special Needs.
- Evaluate the special education programs to ensure that objectives for students' education are met according to their IEPs. Maintain and provide update protocols for progress on student participants. Oversee quarterly, annual and other annual reviews/reporting required under student IEPs.
- Identify and implement computerized reporting such as but not limited to IEP Direct, to streamline and utilize more efficient and accurate reporting mechanisms.
- Manage, hire, recruit, train, develop & evaluate procedures for all special services staff including but not limited to related services staff, therapists, educators and administrative staff. Provide annual reviews of all staff members.
- Create protocols, manage, and oversee all staff records and currency of licenses. Oversee and ensure adherence to staff hiring procedures including required background checks and paperwork administration.
- Inform and interpret state and federal laws, rules, and regulations to staff and parents. Remain current in knowledge of New York State Reimbursable Costs Manual and fiscal reporting policies.
- Oversight and review of student records such as daily notes, progress reports and annual review reports. Oversight and review of therapists reports regarding related services.
- Prepare and maintain budgets for programs to minimize expenses and maximize revenue. Oversight, management and reviews of all filing & billing claims to county, school districts, and federal agencies.
- Work with finance staff to provide fiscal data for annual Consolidated Fiscal Report. Finance staff to complete the Consolidated Fiscal Report.
- Complete or assist in preparing reports for federal, state, and local regulatory agencies.

- Work with JCC of Mid-Westchester's Executive Director and other program directors to develop grant and fundraising opportunities for special needs programming.
- Collaborate with Marketing Director to promote community awareness and full enrollment of all of the department's programs.
- Establish medical policies and procedures for special education programs, distribute and manage individual classes' adherence to protocols. Create a medical plan/protocol for all classes and work with medical staff hired (or subcontracted) to ensure adherence to protocols are met to ensure the safety of our children participants.
- Create protocols, manage and oversee all data base management of participant information.
- Develop, oversee and work with the marketing department on all social media, digital and traditional marketing for non-state funded classes/programs.

Requirements:

- Current New York State certification in one of the following: School Administrator & Supervisor (SAS), School Building Leader (SBL) or School District Leader (SDL)
- Master Degree in Special Education and/or Early Childhood Education highly preferred
- Extensive knowledge & experience in: Early Childhood Education, Special education and 4410 preschool program management & supervision.
- Extensive knowledge of New York State Reimbursable Costs Manual and experience with reporting and billing for a 4410 preschool program.
- Experience in counseling of families pertaining to IEP's and education requirements for children with special needs.
- Extensive staff management and development experience. Experience creating protocols for hiring, records management and staff supervision & development.
- Computer Skills Required, including knowledge of: MS Word, MS Excel, MS Access & Facebook.

- Flexible and able to alter protocols as needed to adhere to future updated state, federal and agency policies.

Benefits:

All benefits outlined for full-time staff in the current JCC of Mid-Westchester employee manual effective as of April 2016.

Start Date: On or around September 1, 2016

JCC of Mid-Westchester Nursery School provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics.

Contact:

Mara Roberge

robergem@jccmw.org www.jccmw.org

999 Wilmot Road

Scarsdale, NY 10853

Special Education Teacher (Arizona)

Phoenix, Arizona

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports
- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes

- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
- Demonstrates an understanding of appropriate curriculum, differentiation and developmental instruction
- Demonstrates an understanding of behavioral functions and implements a system of positive behavior interventions and supports

EBS offers customized salary packages for each individual employee. An **EBS** special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Current Fingerprint Clearance Card
- SEI Endorsement (For AZ Candidates)

To Apply:

Please send updated resume to hr@ebshealthcare.com or visit www.ebshealthcare.com/apply to complete our online application.

Special Educator Teacher - (Hawaii)

Honolulu, Hawaii

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Creating an optimal learning environment that is responsive to the needs of students with significant emotional and behavioral challenges
- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports

- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes
- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
- Demonstrates an understanding of appropriate curriculum, differentiation and developmental instruction
- Demonstrates an understanding of behavioral functions and implements a system of positive behavior interventions and supports

EBS offers customized salary packages for each individual employee. An **EBS** special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Experience working with children with emotional disabilities and challenging behaviors/self-contained teaching experience preferred
- Current Fingerprint Clearance Card (if required for your state)

To Apply:

Please send a copy of your updated resume to hr@ebshealthcare.com or visit www.ebshealthcare.com/apply to complete our online application

Special Education Teacher - (California)

California

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports
- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes
- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
- Demonstrates an understanding of appropriate curriculum, differentiation and developmental instruction
- Demonstrates an understanding of behavioral functions and implements a system of positive behavior interventions and supports

EBS offers customized salary packages for each individual employee. An EBS special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Current Fingerprint Clearance Card

To Apply:

Please send updated resume to hr@ebshealthcare.com or visit www.ebshealthcare.com/apply to complete our online application.

[To top](#)

NASET Sponsor - University of Cincinnati



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

Acknowledgements

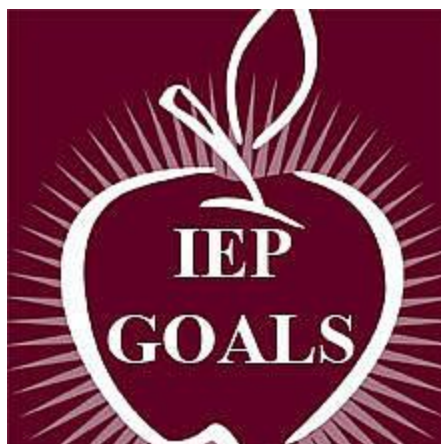
Portions of this month's ***NASET's Special Educator e-Journal*** were excerpted from:

- 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 Special Educator e-Journal

NASET Application for iPad and iPhone



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