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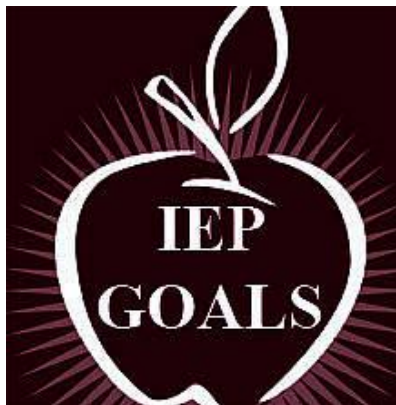
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# Update from the U.S. Department of Education

## U.S. Department of Education Takes First Steps in Transition to New Law: Every Student Succeeds Act replaces No Child Left Behind as the nation's P-12 law

The U.S. Department of Education today took the first steps toward implementing the Every Student Succeeds Act (ESSA), which President Obama signed into law last week to reauthorize the Elementary and Secondary Education Act of 1965 and replace key requirements of the outdated No Child Left Behind Act of 2001.

The Department launched the rulemaking process by publishing in the *Federal Register* a Request for Information (RFI) seeking advice and recommendations for Title I regulations under ESSA.

The Department also issued a Dear Colleague Letter to states to clarify some initial steps as states, districts and schools transition to the new law and signal the Department's commitment to facilitating a smooth transition to the new law—with minimal disruption to students, families, teachers, and schools—while ensuring compliance with all ESSA transition provisions.

"The passage of ESSA means that we can continue challenging our kids to live up to new, higher standards—and that's a good thing for our schools and a good thing for our nation," U.S. Secretary of Education Arne Duncan said. "We know there's a lot to be figured out as the nation moves to implement this new law, and we will continue to provide support and guidance throughout the transition.

"Starting in August, the new law rightly gives states and school districts new flexibility to tailor their own strategies and interventions to meet the needs of students and schools. At the same time, the law also maintains the Department's clear responsibility to work with state and local partners to ensure the effective use of taxpayer funds to improve educational outcomes for more than 24 million low-income and minority students in high-poverty schools across the nation," Duncan said.

The RFI is part of the Department's effort to solicit input from states, educators, teachers, educator organizations, civil rights advocates, business leaders, parents, students, and other interested parties about the implementation of the new law. The filing notes that the Department is considering conducting negotiated rulemaking on academic assessments and the requirement that funds under Title I, Part A be used to supplement—and not supplant—state and local funds, and specifically invites comments on those issues. It also requests feedback on other areas on which the Department should regulate under Title I.

The Dear Colleague letter provides guidance to states regarding a smooth transition of state activities under No Child Left Behind to the new law, such as requirements and follow-up actions under the renewal of ESEA flexibility waivers, Title I assessment peer reviews, and both annual measurable objectives and annual measurable achievement objectives.

"As we move forward with implementation of ESSA and the critical work that lies ahead, the Department will continue to partner with states," Duncan said. "Our staff will work with states and other grantees to develop solutions to the many important policy and implementation decisions that will arise along the way, and will provide states with comprehensive guidance and, as necessary, regulations."

The new law, signed into law by President Obama on Dec. 10, builds on key areas of progress accomplished in recent years through the efforts of educators, communities, parents, and students from across the country. It helps ensure educational opportunity for all students by:

- Holding all students to high academic standards that prepare them for success in college and careers;
- Ensuring accountability and guaranteeing that when students fall behind, steps are taken to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools where subgroups are falling behind;
- Continuing to ensure that parents and educators have annual assessment information they need about how students are doing, while supporting states and districts in reducing unnecessary, onerous and redundant testing;

- Expanding access to high-quality preschool;
- Empowering state and local decision-makers to develop their own strong systems for school improvement; and
- Strengthening competitive programs that will spur reform and drive opportunity and better outcomes for America's students.

Over the coming days and weeks, the Department will continue to consider input from stakeholders and provide clarity and guidance about the transition to the new law.

The Department will hold two public hearings in January to collect feedback on transitioning to the new law:

- A hearing on Jan. 11, 2016, from 9 a.m. to 5 p.m. at the U.S. Department of Education, 400 Maryland Avenue, SW., Barnard Auditorium, Washington, DC. To present comments during the meeting, RSVP to [ESSA.publichearing@ed.gov](mailto:ESSA.publichearing@ed.gov) no later than 5 p.m. ET on Jan. 4, 2016.
- A hearing on Jan. 19, 2016, from 9 a.m. to 5 p.m. PT, at UCLA, Carnesale Commons, 251 Charles E. Young Drive West, Palisades Room, Los Angeles, CA. To present comments during the meeting, RSVP to [ESSA.publichearing@ed.gov](mailto:ESSA.publichearing@ed.gov) no later than 5 p.m. ET on Jan. 12, 2016.

For more information about ESSA, visit [www.ed.gov/essa](http://www.ed.gov/essa).

### **Statement by U.S. Secretary of Education Arne Duncan on House Passage of the Every Student Succeeds Act**

"It is good news for our nation's schools that the House has passed a serious bipartisan plan to fix the No Child Left Behind law. No Child Left Behind is the latest, now outmoded version of the Elementary and Secondary Education Act, which is, at its core, a civil rights law. Educators and leaders throughout this country have been clear in the need for an updated law, and we have joined them in that call for half a decade.

"We are encouraged that the bill passed by the House today would codify the vision that we have long advocated for giving a fair shot at a great education to every child in America – regardless of zip code. Nearly a year ago, I gave a speech setting the frame for what I believe is essential in the nation's preeminent education law. The bill that the House passed today reflects more of that vision than nearly any observer expected. It requires – for the first time in law – that every student in America be taught to high learning standards that will prepare them for college and a career. And it requires that schools – on a statewide basis – annually assess students' progress toward those standards, providing vital information to educators, families and communities. In a crucial step to protect civil rights, it enshrines in law the expectation that where schools serve students poorly or have low graduation rates over extended periods of time, and where groups of students aren't making progress, there will be accountability and action for change. It removes a harmful proposal from an earlier House bill that would have taken funds from the neediest students and schools. It doubles down on our investments to expand quality preschool. That's one of the most powerful steps we can take as a country to ensure opportunity for all students and a centerpiece of the Administration's education agenda. And it helps to support and grow local innovations, including for evidence-based and place-based innovations developed by local educators and leaders, consistent with our i3 and Promise Neighborhoods programs; and for the expansion of high-quality charter schools, serving high-need students.

"Our nation deserves a law that prioritizes both excellence and equity for our students and supports great educators. We are pleased the House has voted in strong bipartisan fashion in favor of a bill that does that, and we look forward to the Senate moving quickly to do the same."



## U.S. Department of Education Approves Puerto Rico and Remaining Eight States' Plans to Provide Equal Access to Excellent Educators

As part of its Excellent Educators for All Initiative—designed to ensure that all students have equal access to a high-quality education—the U.S. Department of Education today announced the approval of Puerto Rico and eight states' plans to ensure equitable access to excellent educators: Colorado, Florida, Hawaii, Iowa, Louisiana, Oregon, South Dakota, Texas, and Puerto Rico.

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

The eight states and Puerto Rico receiving approval of their plans are taking promising steps to eliminate the gaps some students face in access to excellent educators by implementing strategies and innovative solutions to challenging problems that meet local needs. Each of these states engaged a variety of stakeholder groups to ensure that these plans not only include strategies that are likely to be effective in eliminating identified equity gaps, but also to ensure that these strategies are meaningful for the students, teachers and communities in which they'll be implemented. This stakeholder engagement is critical to the success of this work, as we can only come up with workable, meaningful solutions to this problem if teachers, principals and other key stakeholders are at the table.

- Seven of the states—Colorado, Florida, Hawaii, Louisiana, Oregon, South Dakota, Texas—and Puerto Rico are working to support, strengthen, or modify **teacher preparation and development programs**, to help ensure that all teachers are ready to provide high-quality instruction to their students, and are prepared for success in high-need schools.
  - These actions include, for example, **Louisiana's** continued implementation of its "Believe and Prepare Program", in which 41 of Louisiana's school districts have partnered with teacher preparation programs to ensure that new teachers are meeting workforce needs and are ready for the challenges of today's classrooms and **Oregon's** work to ensure that all teacher and school leader candidates in State-approved programs experience serving in high-need school settings during their teacher and leader preparation.
- Eight of the states— Colorado, Florida, Hawaii, Iowa, Louisiana, Oregon, South Dakota and Texas—are taking steps to increase data-driven decision-making, to help ensure that schools and districts have access to accurate and timely information necessary to make knowledgeable decisions.
  - These steps include, for example, Hawaii's work to enhance its data systems to include additional measures of educator quality that will ultimately provide information, data, and trend reports to end users on-demand and in real time.
- Finally, all of the states and Puerto Rico have committed to holding themselves publicly accountable for meaningful progress in eliminating identified equity gaps by publicly reporting their progress. This public reporting will help ensure that students, schools, communities, and stakeholders continue to have information about states' progress in this critical work.

In July 2014, the U.S. Department of Education announced a comprehensive Excellent Educators for All Initiative. As part of this initiative, states were asked to create new, comprehensive plans that put in place locally-developed solutions to ensure every student has equal access to effective educators. All 50 states, the District of Columbia, and Puerto Rico submitted their plans for review by the Department. These plans are required by Title I of the Elementary and Secondary Education Act (ESEA). This critical work—of ensuring that all students have access to excellent educators—is a foundational component ESEA. On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which reauthorizes the ESEA, into law. The ESSA prioritizes equity and excellence for all of America's students and supports great educators.

The Department previously approved plans for 42 states and the District of Columbia to ensure equitable access to excellent educators. Those states were: Alaska, Alabama, Arkansas, Arizona, California, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Maryland, Massachusetts, Maine, Michigan, Mississippi, Missouri, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Rhode Island,

Pennsylvania, South Carolina, Tennessee, Utah, Virginia, Vermont, Washington, West Virginia, Wisconsin and Wyoming.

The state plans in their entirety can be found online at <http://www2.ed.gov/programs/titleiparta/resources.html>.

## **U.S. High School Graduation Rate Hits New Record High**

U.S. students are graduating from high school at a higher rate than ever before, according to data released today by the U.S. Department of Education's National Center for Education Statistics. The nation's high school graduation rate hit 82 percent in 2013-14, the highest level since states adopted a new uniform way of calculating graduation rates five years ago.

"America's students have achieved another record milestone by improving graduation rates for a fourth year," U.S. Secretary of Education Arne Duncan said. "The hard work of teachers, administrators, students and their families has made these gains possible and as a result many more students will have a better chance of going to college, getting a good job, owning their own home, and supporting a family. We can take pride as a nation in knowing that we're seeing promising gains, including for students of color."

"A high school diploma is absolutely critical, absolutely attainable and key to future success in college, in the workforce and in life," said Delegated Deputy Secretary John King. "It is encouraging to see our graduation rate on the rise and I applaud the hard work we know it takes to see this increase. But too many students never get their diploma, never walk across the graduation stage and while our dropout numbers are also decreasing, we remain committed to urgently closing the gaps that still exist in too many schools and in too many communities."

Since 2010, states, districts and schools have been using a new, common metric—the adjusted cohort graduation rate—to promote greater accountability and develop strategies that will help reduce dropout rates and increase graduation rates in schools nationwide. For four consecutive years, graduation rates have continued to climb, which reflects continued progress among America's high school students.

To ensure the economic strength of our country, students must graduate high school ready for college, careers and life. The Department has invested more than \$1.5 billion in early learning; implemented strategies that improve achievement and close opportunity gaps, and awarded billions of dollars through such grant programs as Race to the Top, Investing in Innovation, and School Improvement Grants; and expanded college access and affordability for families.

## Buzz From the Hub

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

<http://www.parentcenterhub.org/repository/buzz-nov2015/>

### New Resources in the Hub

What's new in the resource library? Here are 2 on our theme!

#### **UDL at a glance | UDL de un vistazo.**

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. This 4-1/2 minute video from CAST explains how UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. It's also available in Spanish.

#### **Video | Needs of siblings with a brother or sister with disabilities.**

What does it mean to have a brother or sister with a disability? How are siblings affected by this complex reality? This 8:44-minute video focuses candidly on the special concerns, needs, and issues that siblings often have when their brother or sister has a developmental disability.

### Spotlight on...Parent Center Multimedia Resources and Webinars

Parent Centers have produced an amazing array of parent-friendly resources, many of which are multimedia or webinars. We've listed two below. CPIR would love to add your Center's best to the Hub, so please do submit materials that other centers might find helpful! Find the submission form online at: <http://tinyurl.com/pj25hrf>

#### **Section 504 services in public schools | Video series.**

The Utah Parent Center offers a multi-part series on Section 504 in both English and Spanish. The series of videos answers the questions: (1) What is Section 504? (2) Who is eligible for Section 504? (3) How does Section 504 work? (4) What services are available? and also includes a video on problem solving and three separate stories from parents. Sweet!

#### **RTI and multi-tiered systems of support | Webinar series in English and Spanish.**

The Family Resource Center on Disabilities in Illinois makes its RTI/MTSS series of videos available in English and **Spanish** (you'll have to register first, but it's free and painless). Three separate webinar videos look in depth at what families should know about RTI data; how RTI and MTSS relate to school improvement efforts; and how these initiatives relate to special education.

### 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. Multimedia, of course!

#### **Person-centered planning.**

This video is worth every one of its 9 minutes and 44 seconds. Ann Turnbull describes the action group planning process she and others used with her son Jay. It's a joy to hear and provides much food for thought as to supporting those with significant disabilities.

### **Social Security benefits for children with disabilities | Audio and PDF.**

From the Social Security Administration, this booklet gives an overview of the special benefits available for children with disabilities. Available in English and Spanish as an audio MP3 file (English audio | Spanish audio) and as a print PDF booklet (English booklet | Spanish booklet) . PDF versions only are available in these other languages, too: Arabic, Armenian, Chinese, Farsi, French, Greek, Haitian-Creole, Hmong, Italian, Korean, Polish, Portuguese, Russian, Somali, Tagalog, and Vietnamese.

### **See the power of assistive technology to change lives.**

The *Assistive Technology in Action* video series interviews students and young adults who succeed every day with the help of assistive technology. You'll also hear from their teachers and parents about the process of discovering and implementing assistive technology. From the Center on Technology and Disability.

### **Need to share information on TBI with families?**

Introduce them to brainline.org's enormous collection of multimedia resources on traumatic brain injury, which includes short videos, audiocasts, webinars, and interactives and slideshows.

## **Multimedia Resources for Your Work with Youth**

A new priority of Parent Centers is working directly with youth who have disabilities, especially to build their capacity to advocate for themselves. In addition to CPIR's priority page on self-advocacy and our webinar on the subject, here are several multimedia resources you can share with teens and families.

### **The 411 on disability disclosure.**

Listen to youth with disabilities discuss how the decisions to disclose their disabilities have affected them at school, at work, and in social situations. You can share the full video (4:11), or select shorter clips about disclosure in any one of the mentioned settings. There's also a companion publication, *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities* and its MP3 audio version.

### **Succeeding in college and at work: Students with disabilities tell their stories | 4 videos.**

Across 4 videos, students with disabilities share strategies to successfully stay in school, graduate, and get jobs. They discuss their struggles with self-reporting their disability and negotiating accommodations in school and at work. Hear their stories: Santara, who has spina bifida (7:30); Valeska, who has learning disabilities (9:30); Alexander, who is visually impaired (7:12); and Danielle, who is missing her right hand (9:42).

### **Higher education for students with disabilities?**

(Available in English and Spanish) | *The Next Step* is a 19-minute motivational video designed to challenge students, families, and educators to consider higher education for individuals with disabilities. The video presents the personal stories of five Texans with disabilities who enrolled in a college, university, technical school, or trade school. There's a companion discussion guide as well as a resource book for students (both available in English and Spanish).

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## Intersection: Navigating the Road to Work

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

[http://www.ncwd-youth.info/intersection\\_vol12\\_no12](http://www.ncwd-youth.info/intersection_vol12_no12)

### **NCWD/Youth Releases New InfoBrief on Family Support in Postsecondary Education**

NCWD/Youth recently released *Supporting Families of Students with Disabilities in Postsecondary Education: Learning from the Voices of Families*. This new InfoBrief is designed to assist faculty, staff, and administrators in postsecondary education settings to better understand the value of engaging families of students with disabilities as partners in supporting student success because of its correlation with student retention and academic achievement. Findings from a national online dialogue conducted in early 2015 are highlighted, as are strategies and resources that postsecondary institutions can use to address support gaps families of youth with disabilities identified during the dialogue, and to partner with them more closely to promote their young adult's education and employment success.

### **NCWD/Youth to Present at CWA Youth Employment Conference**

On January 12-14, 2016, NCWD/Youth will present at the California Workforce Association's (CWA) youth employment conference entitled *Youth Centric Solutions, the Heart of the Matter*. NCWD/Youth will present on the following topics:

- *Youth with Disabilities & WIOA: What You Need to Know*
- *Getting Foster Youth RAMP'd Up for STEM Careers* featuring *Negotiating the Curves Toward Employment: A Guide About Youth Involved in the Foster Care System* and *Paving the Way to Work: A Guide to Career-Focused Mentoring*
- *More Than Just a Job: What Youth Need After Incarceration* featuring the *Guideposts for Success for Youth Involved in the Juvenile Corrections System* and *Making the Right Turn: A Guide About Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System*

### **IEL Announces New Sites for Right Turn Juvenile Justice Initiative Based on NCWD/Youth Foundational Materials**

On December 4, 2015, the Institute for Educational Leadership (IEL), NCWD/Youth's host organization, announced the new sites for its Right Turn Career-Focused Transition Initiative (Right Turn) for juvenile justice-involved youth. IEL selected four sites across the country to be included in Right Turn's second cohort. These sites will implement the innovative Right Turn model to engage youth in a career development process that will help them identify their strengths and interests, learn about careers, gain skills to earn industry-recognized credentials, and engage in work experiences leading to employment. After the competitive application process, IEL selected the following four new Right Turn sites

- Lawrence Hall, Chicago, IL
- Onondaga Community College, Syracuse, NY
- The Children's Cabinet, Reno, NV
- Peckham, Inc., Lansing, MI

Right Turn is based on several of NCWD/Youth's materials, including *Guideposts for Success for Youth Involved in the Juvenile Corrections System*, *Making the Right Turn: A Guide about Improving Transition Outcomes for Youth in the Juvenile Corrections System*, and the *Individualized Learning Plans Fact Sheet*. Right Turn is supported by a grant from the U.S. Department of Labor's Employment and Training Administration. The program is currently underway in five sites at Goodwill Industries of Houston, KentuckianaWorks, Oasis Center, Peckham, Inc., and Playa Vista Job Opportunities and Business Services.

Read the full press release.

### **U.S. DOL and NDRN Enter Agreement to Assist Workers with Disabilities**

The U.S. Department of Labor's (DOL) Wage and Hour Division (WHD) and the National Disability Rights Network (NDRN) recently entered into an agreement concerning Section 14(c) of the Fair Labor Standards Act. Section 14(c) permits employers that have received a 14(c) certificate from DOL to pay less than the federal minimum wage to individuals whose earning or productive capacity is impacted by a physical or mental disability for the work that is to be performed. The new agreement between WHD and NDRN supports exchanging information about the laws and regulations as well as about potential violations of subminimum wage certificates by employers.

### **President Obama Signs Every Student Succeeds Act of 2015**

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) of 2015. The signing of ESSA took place one day after its passage by an overwhelmingly bipartisan vote in the U.S. Senate. ESSA is the seventh reauthorization of the landmark Elementary and Secondary Education Act (ESEA), which Congress first passed in 1965. ESSA continues efforts to include students with disabilities in state accountability and assessment systems, and supports access to the general education curriculum and a standard general high school diplomas. ESSA also requires states to report on how they plan to improve learning by addressing bullying and harassment in schools, overuse of disciplinary practices, and aversive behavioral interventions.

### **ED Requests Information to Assist Implementation of ESSA of 2015**

This week, the U.S. Department of Education (ED) sent a "Dear Colleague Letter" to state educational agencies about the Every Student Succeeds Act (ESSA). ED also published a request for information (RFI) about ESSA in the Federal Register. This RFI seeks recommendations and advice for topics that fall under Title I of the new law. Stakeholders, including states, districts, and schools, will have the opportunity to identify areas that could benefit from new regulations under ESSA. Stakeholders will also have the opportunity to provide feedback on what those regulations should establish and require. The public comment period for the RFI is 30 days.

### **DOL Celebrates International Day of Persons with Disabilities**

The U.S. Department of Labor's Bureau of International Labor Affairs (ILAB) celebrated the International Day of Persons with Disabilities on December 3, 2015. ILAB published a blog post highlighting the challenges faced by a seventh grade student in Ecuador. This student, Luis, had stopped attending school in fourth grade because educators had not understood his autism and needed supports. After meeting Luis, a community activist in Ecuador tutored him, helped him re-enroll in school, and assisted him in obtaining formal recognition of his disability.

### **NCES Releases High School Graduation Rates for 2013-2014 School Year**

On December 15, 2015, the National Center for Education Statistics (NCES) at the U.S. Department of Education released high school graduation rates for 2013-2014. The NCES data showed that the overall national graduation rate increased to 82.3 percent, an improvement of .9 percent since the 2012-2013 school year. It was the highest graduation rate seen since states adopted a common way to calculate graduation rates in 2010. The graduation rate for students with disabilities increased to 62.3 percent in

2013-2014, an increase of 1.2 percent since the 2012-2013 school year and a 4 percent increase in three years.

### **Advisory Committee on Increasing Competitive, Integrated Employment to Meet in January 2016**

The federal Advisory Committee on Increasing Competitive, Integrated Employment for Individuals with Disabilities (the Committee) will hold a meeting on January 27-28, 2016. This webinar meeting will be open to the public 1:00-5:00pm EST during the two days. During the meeting, the Committee's subcommittees will report on work conducted since the Interim Report and areas of focus for the Final Report. A public comment period will take place 3:30-4:30pm EST on January 27, 2015. The Federal Register notice has instructions for submitting comments. Members of the public who want to participate in this webinar must register by January 15, 2016

### **Workforce Recruitment Program Launches 2016 Database**

On December 15, 2015, the Workforce Recruitment Program (WRP) launched the 2016 database of college students and recent graduates with disabilities seeking summer and/or permanent employment. The U.S. Departments of Labor (DOL) and Defense jointly operate the WRP for qualified candidates with disabilities. More than 300 college and university campuses are participating this year. The WRP database is searchable so that employers can locate job candidates who have the specific skill sets they need. Federal hiring officials with a .gov or .mil email address can access the database of Schedule A eligible candidates by registering at wrp.gov. Employers from the for-profit and non-profit sectors can access WRP through the Employment Assistance and Resource Network (EARN). For more information on WRP, read the blog post *Diversify Your Workforce* written by DOL Deputy Secretary Chris Lu.

### **Add Us In Releases Small Business & Disability Employment: Steps to Success**

Earlier this month, the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) released *Small Business & Disability Employment: Steps to Success*. ODEP developed this new web-based tool through its Add Us In initiative to increase hiring of people with disabilities in the small business community. It uses real-life examples to illustrate the range of disability inclusion practices in action. The new tool also includes strategies that support business associations in assisting their members to understand the value of disability inclusion to workplaces and communities.

### **HBCU Disability Consortium and AHEAD Launch Website for Black and African American College Students with Disabilities**

The HBCU Disability Consortium and the Association on Higher Education and Disability (AHEAD) recently launched a resource hub to help serve Black and African American college students with disabilities. The HBCU consortium is a group of colleagues working in disability services at Historically Black Colleges and Universities (HBCUs) and Predominantly Black Colleges and Universities (PBCUs). This new website aims to increase the number of Black and African American students with disabilities attending college, staying in college, and graduating. It offers resources, a sense of history and community, support for students' multiple identities, and advice to those supporting and mentoring students.

### **Community College Survey Reveals Concerns about Financial Hardship**

Recently, the Wisconsin HOPE Lab released *Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates*. The HOPE Lab developed this new report in collaboration with the University of Michigan's Healthy Minds Study, the Association of Community College Trustees, and Single Stop. *Hungry to Learn* reports results of a survey of more than 4,000 undergraduates at 10 community colleges across the nation. According to this survey, half of all community college students struggle with food and/or housing insecurity. The survey also found that 20 percent of community college students are hungry, and 13 percent are homeless.

## ED and HHS Request Comments on Draft Policy Statement on Family Engagement

The Departments of Education (ED) and Health and Human Services (HHS) request comments on a draft policy statement on family engagement. This joint draft policy statement involves the implementation of effective family engagement practices from early childhood to early school years. ED and HHS have extended the deadline for submission of these comments to January 4, 2016. The public can submit comments on the draft policy statement by emailing [ECD@acf.hhs.gov](mailto:ECD@acf.hhs.gov). For more information, visit ED's Families Page.

## IEL Accepting Workshop Proposals for 2016 National FCE Conference

IEL's Center on Family and Community Engagement (FCE) is currently accepting workshop proposals for the 2016 National FCE Conference. This year's theme is *Owning Our Movement, Maximizing Our Impact*. FCE is seeking engaging and interactive workshops that will enhance the work of multiple stakeholders including researchers, teachers, parents, youth, school administrators, community organizers, and funders. The deadline for proposals is Thursday, December 31, 2015. Supplementary information is available, and questions can be directed to [grunbergers@iel.org](mailto:grunbergers@iel.org).

## Calling all students and youth service professionals – winter break is the perfect time to complete applications for upcoming internships and fellowships! Check out some of these opportunities!

- The White House Fellows Program seeks applicants for the 2016-2017 class who demonstrate leadership capacity in their chosen field. Each candidate must be a U.S. citizen and hold a bachelor's degree. Candidates must also not have current employment from the federal government (except for career military personnel). The deadline for applications is January 12, 2016 at 5:59pm EST.
- Career Link Mentoring Program is a collaborative project between the U.S. Business Leadership Network (USBLN) and Cornell University's Employment and Disability Institute. The program provides a six-month career mentoring opportunity to 70-75 college students and recent graduates with disabilities through linkages to business professionals from USBLN member companies. Applications are due on January 29, 2016.
- The American Association of People with Disabilities seeks applicants for its Summer Internship Program. This program places undergraduate students, graduate students, law students, and recent graduates with disabilities in paid 10-week summer internships in Congressional offices, federal agencies, non-profits, and for-profit organizations in the Washington, DC area. AAPD provides interns with a stipend, transportation to and from Washington, DC, and fully-accessible housing. Applications are due on Friday, January 15, 2016 at 5:00pm.
- The United States International Council on Disabilities' (USICD) seeks applicants for its Youth in International Development and Foreign Affairs internship program. This program focuses on U.S. citizen youth with disabilities who intend to pursue careers in international development or foreign affairs. Graduate students, recent graduates, and rising college juniors and seniors with disabilities from across the U.S. are eligible to apply for this program. Selected participants will intern at international organizations in Washington, DC. USICD will cover the cost of accessible housing during the program, reimburse travel expenses to and from DC, and provide a limited stipend. Applications are due on January 12, 2016.
- The American Association for the Advancement of Science's Entry Point seeks students with disabilities studying science, engineering, mathematics, computer science, and business for internship and co-op opportunities. Entry Point has partnerships with a variety of Fortune 500 companies and government agencies who offer paid, 10-12 week internships in various locations throughout the country. Applications are due on January 15, 2016.
- National Industries for the Blind (NIB) seeks applications for the Fellowship for Leadership Development. The Fellowship combines business-focused, on-the-job experience with professional development activities. NIB invites individuals who are legally blind and have an



undergraduate degree or higher, work experience, and passion for business to apply for this salaried program. Applications are due on February 12, 2016.

- Mathematica Policy Research is seeking graduate students for two fellowship opportunities related to disability policy. The summer fellowship program is a paid opportunity for students in Master's programs or early in doctoral programs (pre-dissertation phase). Students selected for this program conduct independent research at Mathematica's Washington, DC, office to enhance their learning. The dissertation fellowship program offers financial support to students conducting their doctoral dissertation research on topics related to disability policy. In contrast with the summer fellows program, dissertation fellows will remain at their home institution and receive financial support to continue cutting-edge dissertation research. Applications for both programs are due on February 12, 2016 at midnight.

### **NCWD/Youth Blog Posts**

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

- *Intern Perspectives on Poverty & Disability*
- *So How Can You Join a Board?*

# Latest Employment Opportunities Posted on NASET

## Special Education Teacher (2016-17)

Nashville, TN

Job Category: Special Education Teacher

### Who We Are

RePublic Schools is a network of high-performing public charter schools based in Nashville, TN and Jackson, MS with a mission to reimagine public education in the South and prepare all of our scholars to graduate from college. In addition to providing a world-class traditional academic curriculum, we empower our students to be change-makers by teaching them to code – starting in the 5th grade.

Despite the fact that our scholars come from traditionally underserved communities (approximately 85% identify as low-income, and nearly 95% as students of color), we have seen them defy the odds to achieve outstanding results. RePublic's schools have scored in the top 5% of all open-enrollment public schools across the state of Tennessee for both student growth and absolute achievement – making ours the first (and only) charter schools in state history to achieve this dual distinction.

At RePublic, we cultivate a cohesive community of families, staff, and scholars committed to doing whatever it takes to ensure our scholars succeed. We are looking for dynamic, determined Special Education Teachers to lock arms with our school teams in Nashville and Jackson for the 2016-2017 school year. Candidates must share our unwavering belief that all children can achieve at high levels and change the world. Sound like you?

### What You'll Do

- [*Bring it*] Have stamina and the ability to set and achieve ambitious goals, and handle the intensity required to bring your best self to an extended school day in a very high-performing school environment.
- [*Own your content*] Study RePublic curriculum and Common Core Standards, do the intellectual prep needed to deliver rigorous and inspiring instruction in whole-class and small-group settings, and make necessary modifications and accommodations based on qualitative and quantitative data to meet differentiated student needs.
- [*Reach higher*] Work with stakeholders to set ambitious academic and character development goals for students with IEPs, review student 504 plans and IEPs and lead IEP meetings, and monitor progress of students with IEPs.
- [*Sweat the small stuff*] Develop, uphold, and implement RePublic's values, policies, and systems; Oversee compliance of special education files, track discipline data to ensure special education procedures are implemented, and assist school teams in coordinating, managing, and administering assessments with needed modifications for students with IEPs.
- [*Never stop growing*] Offer and receive constructive feedback from colleagues in order to create a professional working atmosphere that aspires to excellence and is conducive to constant improvement; dive humbly into school-wide and individual professional development, including pre-service training over the summer and weekly sessions during the academic year.
- [*Spread the love*] Build deep relationships with students, families, and staff to foster a culture of joy and community. Maintain strong lines of communication with families about student progress, and go above and beyond to support and collaborate closely with teammates in the united pursuit of RePublic's mission.

### Who You Are

A steadfast believer that all students can achieve academic excellence. A growth-minded tinkerer who is constantly learning, improving, and hungry for feedback. A gritty problem-solver who approaches challenges with smart solutions in mind. An eternal optimist who supports and motivates your teammates by having their back.

A detail maven who plans backwards to meet timelines and manage complex projects. A data-driven analyst who reflects and takes swift action based on results. A proactive communicator who reaches out to students, families, and teammates

### The Fine Print

- *[Qualifications/Certification]* All candidates must have a Bachelor's degree; Master's degree is a plus. All full-time RePublic teachers must have a valid Tennessee or Mississippi teaching license, or willingness/eligibility to pursue state certification in Special Education, if necessary.
- *[Prior Experience]* Prior experience teaching, experience teaching in a low-income community, and a demonstrated ability to raise achievement levels of traditionally underserved students highly preferred.
- Student Supports Teachers will serve special education students at either the middle or high school level. Teachers will be placed at one of our schools in Nashville: Liberty Collegiate Academy, Nashville Prep, Nashville Academy of Computer Science, RePublic High School, Smilow Prep, or Reimagine Prep.

Salary is competitive and commensurate based on experience. Compensation at RePublic includes a comprehensive benefits package.

### Contact

Kyli Lamar  
Associate Director of Talent  
[klamar@republiccharterschools.org](mailto:klamar@republiccharterschools.org)  
Apply at: <http://grnh.se/rjiyb8>

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## Director, Newton's Early Childhood Program

Newton, MA

Job Category: Director, Full Time

### Description:

The Newton Early Childhood Program, which is part of the Student Services Department of the Newton Public Schools, operates 8 inclusive classrooms of approximately 15 students each ages 3-5 who reside in Newton. We are seeking a new leader for our program as we transition into a new facility for the 2016 – 2017 school year.

### Requirements:

Candidates should have appropriate DESE licensure.

### Contact:

Apply via our website: <http://www.applitrack.com/newton/onlineapp/default.aspx?all=1>  
District Website: [www.newton.k12.ma.us](http://www.newton.k12.ma.us)

We are an Equal Opportunity Employer

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## **Special Education Coordinator/Teacher**

Kansas City, MO

Job Category: Special Education Coordinator/Teacher

### **Description:**

**Special Education Coordinator, elementary grades**

We are looking for candidates who have experience in progressive education and diverse communities, and a solid understanding of supporting the academic, social and emotional development of young children of all learning styles and needs.

### **Responsibilities will include:**

- Developing curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards and incorporate constructivist learning strategies
- Assessing student progress and achievement using a variety of means to collect and report on academic data
- Using data to tailor instruction to meet individual student academic and social needs with a goal of a vast majority of students performing on-grade level or above in all subject areas
- Leading the design of comprehensive assessment and individual education plans for students with severe disabilities that require a functional and/or alternative temporary or long-term curriculum.
- Participating in professional development activities, both internal (led by the principal, lead teachers and visiting experts) and external (visiting other schools, attending conferences, and engaging in best practice sharing with others in the charter school community, etc.)
- Participating as an active member of the community to provide stewardship of the school and adherence to its mission and guiding principles
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community
- Monitoring and implementing School's compliance with all student Individual Education Plans (IEP's), maintaining active and up to date records
- Monitoring and implementing the School's Special Education Program, which includes compliant timely response to parent inquiries, student assessment, and reporting
- Supporting and leading the convening of the Student Support (Success) Teams, providing clear agendas, goals, and documentation of each meeting
- Conferencing with teachers, school leaders, and other instructional personnel, external educational agencies, to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP
- Overseeing and implementing the School's Response to Intervention program and monitoring and documenting school-wide, including classroom progress toward goals

**Staff and reporting relationships:** The Coordinator will report to the Principal of the School. S/he will supervise a Special Education Teacher and collaborate with all instructional faculty and staff to support student learning.

Interested applicants may apply by submitting a cover letter, resume and responses to the following questions to: [careers@cwckansascity.org](mailto:careers@cwckansascity.org) (subject line: Special Education Coordinator)

**Essay Questions** Please respond briefly to the following questions (maximum one page for each question):

- a. How would you describe your philosophy or approach to supporting students in an inclusive educational environment?
- b. Describe your vision of the characteristics of a learning environment that assures academic achievement for special learners?
- c. Describe effective approaches to professional development for teachers in inclusive elementary classroom settings?

## The ideal Special Education Coordinator will have:

- A Bachelor's degree and Missouri Special Education Certificate (Early Childhood Special Education Endorsement preferred)
- Minimum of two years' experience teaching special education in relevant elementary grades
- Exceptional written and oral communication skills
- Experience working in a socio-economic, racial and culturally diverse classroom setting
- Ability to effectively manage and instruct both small and large groups of students
- An exhibited ability to work with children in a caring and respectful manner in order to create a joyful, caring classroom environment where instructional time includes community building, conflict resolution, skill-building, and empowering students to be peacemakers and agents for positive social change
- Knowledge of and experience with SPED related computer programs to document services, notes, write IEP's and run all necessary reports
- Knowledge of all compliance oriented SPED timelines, procedures, and processes (generally and within MO DESE)
- Fluency in Spanish is preferred

## Benefits:

CWC Kansas City offers competitive teacher salaries commensurate with experience, and a comprehensive benefits package. We are an Equal Opportunity Employer and, as a school serving a diverse group of students, we work to reflect this diversity in our staff as well. No phone calls, please.

## Contact:

[careers@cwckansascity.org](mailto:careers@cwckansascity.org)

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## Special Education Teacher

Philly, PA

Job Category: Special Education Teacher

## Description

Progressus Therapy has incredible opportunities for Special Education Teachers...or, as we like to call them, Superheroes. If you use your super powers to help ensure that children have access to the best education possible in the least restrictive environment, we would love for you to join the Progressus Therapy team! We are currently hiring Special Education Teacher in Philadelphia, PA where you will be part of a dynamic, collaborative team of professionals focused on driving positive outcomes for students. Call 800-239-7979 today to speak with a dedicated Career Services Manager!

## Requirements

- Bachelor's degree
- Commonwealth of Pennsylvania Instructional Certificate in Special Education
- Personal commitment to driving positive outcomes for students
- Certification in any of these the areas of English, Math, Science, Autism Spectrum Disorders, Life Skills and Emotional behavior
- Collaborative minded professional with strong oral and written communication skills
- Ability to work and build strong relationships with parents, teachers and school administrators
- Experience working in schools



## Benefits

- Competitive compensation with flexible pay options
- Medical/Dental/Vision Coverage
- Flexible Spending Plan for medical and dependent coverage
- Professional Liability Coverage
- Licensure reimbursement
- Annual Professional Development stipend
- Professional membership stipend
- Unlimited CEUs through the Progressus Pathways Learning Center
- 401(k) Retirement Saving Plan with a discretionary company match
- Relocation assistance
- Many More!

## Contact

Whitney Lohr

Career Service Manager

**Telephone:** 813.549.5813

**Email:** [Careers@progressustherapy.com](mailto:Careers@progressustherapy.com)

**Website:** [www.progressustherapy.com](http://www.progressustherapy.com)

**Site Listing:** [http://www.progressustherapy.com/search-results?field\\_job\\_type\\_target\\_id%5B%5D=436&field\\_state\\_value%5B%5D=Pennsylvania&field\\_setting\\_value=&submit=Search+Jobs](http://www.progressustherapy.com/search-results?field_job_type_target_id%5B%5D=436&field_state_value%5B%5D=Pennsylvania&field_setting_value=&submit=Search+Jobs)

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## Special Education Teacher

**Chicago Area, Evanston, Rockford, Roselle, Waukegan and Chicago**

Job Category: Special Education Teacher

## Description

Looking to make a difference in the lives of children? Progressus Therapy has rewarding opportunities available for Special Education Teachers in Chicago for an immediate start. As a Progressus Special Education Teacher, you will have the opportunity to help children achieve their greatest potential. This opportunity allows you to work with early childhood students in a charter school.

As the nation's leading special education services provider, Progressus Therapy offers competitive compensation and a comprehensive benefits package that includes medical, dental, vision and a robust professional development program. Apply today to become a Progressus Special Education Teacher by calling Progressus at 800-239-7979 to speak to a Career Service Manager.

## Requirements

- Valid professional educator license (PEL)
- Learning Behavior Specialist (LBS) endorsement
- Teaching experience, including both regular and special education
- Keen understanding of general special education testing concepts and methods
- Able to provide behavioral analysis and positive intervention skills
- Able to diagnose and provide remediation of various types of learning disabilities
- Able to provide consultation, resource information and materials regarding students with exceptional needs to parents

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

## Benefits

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

## Contact

Carey Rivers

Career Service Manager

**Telephone:** 813.549.5817

**Email:** [Carey.Rivers@progressustherapy.com](mailto:Carey.Rivers@progressustherapy.com)

**Email2:** [Careers@progressustherapy.com](mailto:Careers@progressustherapy.com)

**Website:** [www.progressustherapy.com](http://www.progressustherapy.com)

**Site Listing:** [http://www.progressustherapy.com/search-results?field\\_job\\_type\\_target\\_id%5B%5D=436&field\\_state\\_value%5B%5D=Illinois&field\\_setting\\_value=&submit=Search+Jobs](http://www.progressustherapy.com/search-results?field_job_type_target_id%5B%5D=436&field_state_value%5B%5D=Illinois&field_setting_value=&submit=Search+Jobs)

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## Special Education Teacher

**Northern California - Concord, Watsonville, Berkeley, Millbrae, San Francisco, San Pablo, & San Ysidro**

Job Category: Special Education Teacher

## Description

Progressus Therapy has incredible opportunities for Special Education Teachers...or, as we like to call them, Superheroes. If you use your super powers to help ensure that children have access to the best education possible in the least restrictive environment, we would love for you to join the Progressus Therapy team! We are currently hiring Special Education Teacher in Northern California - Concord, Watsonville, Berkeley, Millbrae, San Fran, San Pablo, San Ysidro, CA where you will be part of a dynamic, collaborative team of professionals focused on driving positive outcomes for students.

Progressus Therapy is the nation's leading provider of special education and related services for school districts and charter schools around the country. We offer competitive compensation, comprehensive benefits and professional development that will encourage your continued growth as a professional. Learn more about become part of an unparalleled team of special education professionals the upcoming school year. Superheroes wanted – apply today! Call 800-239-7979 to speak to a Career Services Manager.

## Requirements

- Bachelor's Degree or higher from a regionally accredited university
- Mild/Moderate Learning Disability Certificate
- Meet the Basic Skills Requirement
- Demonstrate subject-matter competency with the CSET Test or an approved college or university program
- Pass the Reading Instruction Competence Assessment (RICA) test (applicants who hold a valid California teaching credential other than internship credentials, internship certificates, and emergency permits are exempt from this requirement)
- Complete an accredited Education Specialist Credential program in an education specialist category
- Experience with various populations and grade levels preferred

## Benefits

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

## Contact

Progressus Therapy  
Whitney Lohr

**Telephone:** 813.549.5813

**Email:** [careers@progressustherapy.com](mailto:careers@progressustherapy.com)

**Website:** [www.ProgressusTherapy.com](http://www.ProgressusTherapy.com)

**Site Listing:** [http://www.progressustherapy.com/search-results?field\\_job\\_type\\_target\\_id%5B%5D=436&field\\_state\\_value%5B%5D=California&field\\_setting\\_value=&submit=Search+Jobs](http://www.progressustherapy.com/search-results?field_job_type_target_id%5B%5D=436&field_state_value%5B%5D=California&field_setting_value=&submit=Search+Jobs)

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## Special Education Specialist

Dover, NH

Job Category: Special Education Specialist

### Description:

The Special Education Specialist provides technical assistance across one or more contracts in administering assessment programs for students with significant cognitive disabilities. Develops special education content materials for professional development, item development and the administration of alternate assessments. Additional responsibilities include the following:

- Collaborate with and provide technical assistance to Measured Progress Program Managers, subcontractors, and/or the state education agencies regarding the program's design, planning, and implementation.

- Conduct in-state professional development workshops with educational professionals on the implementation and scoring of alternate assessments.
- Develop and write administration manuals, resource guides, scoring guides, and presentation materials as needed.
- Collaborate with Measured Progress staff to develop and refine alternate assessment items, as needed, as well as the overall assessment design.
- Act as the main liaison with Measured Progress staff and state agencies on development issues for the contract, conducting in-state development meetings as required.
- Collaborate with the Measured Progress Program Managers and/or subcontractors with communicating the program's design, objectives, deliverables, budget, and deadlines to internal personnel to ensure the contract is carried out on time and according to specifications.
- Assist with the creation of contract-specific test designs and specifications for current contracts and/or proposals.

## Requirements:

Master's degree in Education and a minimum of four (4) years of teaching experience in special education (preferably with students with significant cognitive disabilities); or two (2) years of special education teaching experience (preferably with students with significant cognitive disabilities), along with two (2) years of directly applicable professional level alternate assessment experience.

## Benefits:

All employer-paid benefits are effective on the date of hire.

An Open Access Plus health insurance plan is available to employees and their dependents. The cost is shared by Measured Progress and the employee. The dental plan covers preventive, basic/restorative, major/prosthodontics, and orthodontia for employees and their dependents.

The vision benefit includes reimbursement for lenses, frames, and contact lenses. Measured Progress offers employee life and AD&D benefits, additional life insurance can be purchased for themselves and their dependents; short- and long-term disability programs, as well as long-term care insurance; sponsors a 401(k) Plan with a five-year vesting schedule; observes ten paid holidays during the year; offers medical and dependent care reimbursement accounts; as well as wellness programs including on-site fitness facility. Employees start with 20 days of paid time off upon hire.

The educational program includes tuition for any accredited undergraduate programs. Graduate degree programs must be directly related to the company's business.

## Contact:

To apply for this position please go to the Careers page at <http://www.measuredprogress.org/about-us/careers/>

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## Special Education Teacher

**San Francisco, Pacifica, Oakland, San Jose, San Pablo, Hayward**

Job Category: Special Education Teacher

## Description:

**ChanceLight** is currently hiring Special Education Teachers in the Northern California region, including: Pacifica, Oakland, Pittsburg, San Jose, San Pablo, Hayward, Fairfield and Concord.

**ChanceLight™** Behavioral Health & Education is the nation's leading provider of behavioral health and education solutions for children and young adults. Formerly known as Educational Services of America (ESA), **ChanceLight** serves more than 13,500 clients and students each day. Spectrum Center, a division of **ChanceLight**, operates 25 schools and programs in California, Florida and Tennessee and partners with more than 115 school districts to operate schools and programs for students with special needs.

The Special Education Teacher plans and prepares curriculum, classroom schedule, lessons/plans, and other instructional materials to meet individual needs of students, considering state and school requirements and physical, emotional, and educational levels of development. The Special Education Teacher will report to the Program Director and will have an Exempt FLSA Status.

We Offer a Competitive Salary, Excellent Benefits, and Relocation Assistance!

### Requirements:

- Bachelor's degree (B.A./B.S.) from four-year college or university
- related special education teaching experience and/or training
- valid state teacher's special education license and/or appropriate credential.

### Benefits:

**ChanceLight** offers a professional working environment with an excellent compensation and benefits package, including: Choice of two medical plans, Dental, Vision, Life and long term disability insurance, Employee assistance program, Flexible spending accounts, Health savings account option, 401k retirement savings plan, Education assistance, Research and publishing opportunities, Supervision for ABA certification, Competitive compensation, and Relocation assistance.

### Contact:

Please Apply by Copying and Pasting this Link to your

Browser: <http://bullhorn.personified.com/client/jobInfoApplicationRespMgmt.action?EntityID=17342&source=NASET.org>

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## Elementary Special Education Teacher

Brooklyn, NY

Job Category: Elementary Special Education Teacher

### DESCRIPTION

The New American Academy (TNAA) transforms the fundamental structures of schooling through an innovative K-5 public school model. Developed in collaboration with the NYC Department of Education (NYCDOE), the United Federation of Teachers (UFT), and the Harvard Graduate School of Education (HGSE), TNAA employs collaborative teacher-teams, a mastery-based career ladder, and looping cycles to empower learners and inspire leaders.

### OUR SCHOOL

The New American Academy Charter School (TNAACS) empowers learners and inspires leaders to make this a better world. Through our collaborative teacher teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college and their future lives. TNAACS is located 5800 Tilden Avenue East Flatbush, Brooklyn.

### RESPONSIBILITIES

- Develop and teach clear and engaging lessons that follow the rigorous, Common Core aligned curriculum
- Provide individual or small group instruction for students who require additional academic support



- Differentiate small group instruction for students with special needs
- Assist regular education teachers with specially designed instruction when necessary
- Provides support for Special Education student achievement in the general class through training teachers and assisting with lessons plan development
- Assist with planning for classroom and testing accommodations for students with disabilities
- Prepare student individualized education plans in consultation with staff and families to ensure success for all students
- Utilize formal and informal assessment data to drive instruction and ensure student mastery of standards
- Create and maintain strong relationships with students and families

## BENEFITS

TNAACS offers competitive teacher salaries commensurate with experience, and a comprehensive benefits package. We are an Equal Opportunity Employer and, as a school serving a diverse group of students, we work to reflect this diversity in our staff as well. No phone calls, please.

## HOW TO APPLY

Interested applicants may apply by submitting a cover letter, resume and responses to the following essay questions to: [lwatkins@thenewamericanacademy.org](mailto:lwatkins@thenewamericanacademy.org). In the subject line please indicate position applying. For example Special Education Teacher TNAACS.

Please see our website for more information about our school. We thank you for your interest in our school and welcome your application to be part of our team.

**Essay Questions:** Please respond briefly to the following questions (maximum one page for each question).

1. How do you develop your learning environment to meet the varied social, emotional, and academic needs of your students?
2. Please describe your approach to supporting children with special needs. How do you maintain high expectation while meeting the individual needs of children?

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## Intervention Specialist- Canton, OH

**Canton, OH**

Job Category: Full Time School Base

### Description

Join a fun, flexible, team-build environment as a Virtual Intervention Specialist with Light Street Special Education Solutions, a division of Learn It Systems.

Position might be part-time or full-time. Teachers must have a Special Education K-12 Cross Categorical teaching certificate. Programs will provide reading, mathematics, and writing to students with special needs.

The subject areas and times of instruction will vary depending on the requirements of the school system and the needs of the school population. Intervention Specialists work with children who have cognitive, emotional, learning, and/or physical disabilities.

## Requirements

- Administer pre-and-post assessments to students, write and track progress reports, and complete all other Learn It Systems required reporting
- Create and maintain student files and other administrative duties as needed
- Provides an educational program for students as defined in the students Individualized Education Program (I.E.P.).
- Completes necessary reports and record keeping as required by state and federal guidelines
- Participates in professional growth activities through staff development, in-service, workshops, and higher education
- Ability to work, collaborate and guide paraprofessionals as requested
- Other duties as assigned by the Program Supervisor or his/her designee

## Position Requirements

- Active and valid Special Education K-12 Cross Categorical teaching certificate issued by the appropriate State Department of Education
- Bachelor's degree minimum
- Teaching experience with elementary, middle, and/or high school students
- Experience working with students with special needs

## Competitive Compensation

- Direct Deposit
- Continuing Education Allowance
- CF & New Graduate Mentorship Program
- Leadership Training Program
- Paid Association Dues
- Unlimited Referral Bonuses
- Professional Development & Training
- Comprehensive Benefits, including Medical,
- Dental, Vision, Life and Disability Insurance
- 401K Retirement Plans
- Professional Liability Insurance
- Licensure Reimbursement
- Relocation Assistance and Travel Reimbursement (for many on-site positions)

### Contact

**Please apply directly at:** <https://app.jobvite.com/j?cj=opi31fwv&s=NASET>

**Discover your career at:** <http://light.rabbitholeconsulting.com/jobs-and-benefits/>

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## Special Education Teacher

Culver City, CA

Job Category: Full-time teaching position for non-public school

### Description:

Exceptional Children's Foundation (ECF) provides the highest quality services for children and adults who are challenged with developmental, learning and emotional disabilities – empowering them to reach their greatest potential. Each year, ECF serves more than 3,700 clients and their families at 15 sites throughout Los Angeles County. Established in 1946, ECF is the only organization of its kind in California to provide a lifespan of services for children and adults with developmental disabilities.

The Special Education Teacher will provide an educational program for students who are developmentally disabled or have special needs. Ensure progress on all IEP goals and district and state requirements. Continually assess student needs, and design and deliver lessons based on those needs and state standards. Work closely with parents/care providers, classroom team, school staff and administrators to ensure students' needs and goals are met.

### Requirements:

Bachelor's degree from an accredited college or university and a valid Special Education Internship, or Preliminary Level 1, Clear Level II, or equivalent California State Special Education Credential. Master's Degree preferred. Two years teaching experience in special education classroom; expertise in high school math and science. Knowledge of Welligent and MS Office helpful. Bilingual (English/Spanish) helpful but not required.

### Benefits:

Nine paid holidays plus 10 days paid time off during winter break and five days paid time off during spring break. Vacation and sick time accrual. Medical, dental, vision, and retirement plans.

### Contact:

Qualified applicants may submit an employment application or cover letter and resume by mail, email, or fax to: Exceptional Children's Foundation, 5350 Machado Road, Culver City, CA 90203, hr@ecf.net, (310) 391-1059.

To learn more, visit [www.ECF.net](http://www.ECF.net) and connect on Facebook at [www.facebook.com/ConnectwithECF](https://www.facebook.com/ConnectwithECF).

Exceptional Children's Foundation is an equal opportunity employer and does not discriminate on the basis of race, color, creed, religion, sex, national origin, ancestry, age, physical or intellectual disability, medical condition (including pregnancy and medical conditions related to childbirth), military or veteran status, marital status, gender identity, sexual orientation, genetic information, or any other basis protected by state or federal laws.

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## **Special Education Teacher (ES, MS, HS)**

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

Job Category: Teacher

### Description

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

### Responsibilities

- Demonstrate a relentless drive to improve the minds, characters & lives of students both in and out of school.
- Show unwavering commitment to urban youth achieving greatness.
- Create a positive, structured learning environment to ensure that students observe the school's core values, high expectations, and strict code of conduct.

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

## Requirements

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

## Benefits

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

## Contact

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

**If you have any questions**, please contact [recruitment@uncommonschools.org](mailto:recruitment@uncommonschools.org) with the title **SPED Teacher Position**.

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## Acknowledgements

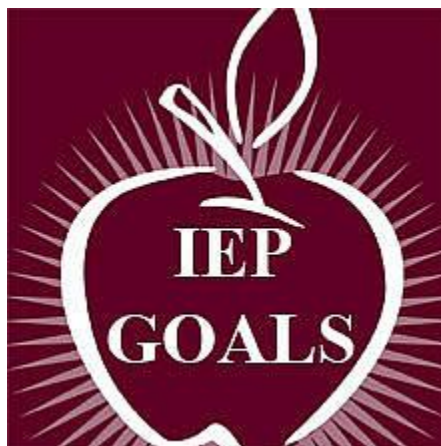
Portions of this month's *NASET's Special Educator e-Journal* were excerpted from:

- 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

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