

NASET Special Educator e-Journal

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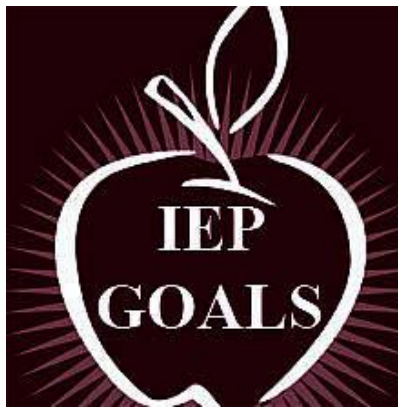
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Update from the U.S. Department of Education

U.S. Department of Education Takes Action to Deliver Equity for Students with Disabilities

The U.S. Department of Education took a critical step today toward addressing widespread disparities in the treatment of students of color with disabilities, [proposing a new rule to improve equity in the Individuals with Disabilities Education Act \(IDEA\)](#).

The nation's special education law, IDEA, aims to ensure fairness in the identification, placement, and discipline of students with disabilities. Yet disparities persist, and students of color remain more likely to be identified as having a disability and face harsher discipline than their white classmates.

In order to address those inequities, IDEA requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers. According to a [new analysis by the Department](#) of data states submitted under IDEA, hundreds of districts around the country with large racial and ethnic disparities go unidentified. For example, 876 school districts gave African American students with disabilities short-term, out-of-school suspensions at least twice as often as all other students with disabilities for three years in a row. But, in 2013, states identified fewer than 500 districts in total with "significant disproportionality."

"We have a moral and a civil rights obligation to ensure that all students, with and without disabilities, are provided the tools they need to succeed, regardless of background," said Acting U.S. Secretary of Education John B. King Jr. "IDEA exists for the purpose of ensuring that students get the unique services they need, and we owe it to them and to ourselves to uphold all of the law's provisions."

"At its core, My Brother's Keeper is about making sure all of our kids know they matter and have a clear pathway to achieve their dreams, regardless of where they come from, or the circumstances into which they are born," said Broderick Johnson, cabinet secretary and chair of the My Brother's Keeper Task Force. "Today's Equity in IDEA announcement brings us a critical step forward in closing the startling opportunity gaps that limit far too many of our children's potential."

The proposed Equity in IDEA rule would, for the first time, require states to implement a standard approach to compare racial and ethnic groups, with reasonable thresholds for determining when disparities have become significant. That determination is critical to ensuring students get the supports they need and deserve. Once identified as having a significant disproportionality, the district must set aside 15 percent of its IDEA, Part B funds to provide comprehensive coordinated early intervening services. Further, the policies, practices, and procedures of the district must be reviewed, and, if necessary, revised to ensure compliance with IDEA.

The proposed rule would also provide identified districts with new flexibility to support the needs of students. The Department has proposed to broaden the allowable uses of the 15 percent set aside, currently used to fund early intervening services, to include services to students with and without disabilities, from ages 3 through grade 12. Up until now, identified districts could only use these funds to support students without disabilities, and only in grades K through 12, severely limiting the use of interventions that might address early needs and reduce disparities in the placement and discipline of students with disabilities.

However, data clearly show that IDEA's mandate, as currently implemented, does not fulfil its intended purpose, resulting in limited implementation of early intervening services. That's why the Department is taking action today.

In 2013, the Government Accountability Office released a [report](#) showing the status quo has resulted in virtually no action to address this issue. Accordingly, the Department has found that, from year to year, only 2 to 3 percent of districts nationwide are identified with significant disproportionality, and required to take action. Further, the Department's analysis makes clear this figure fails to represent the true scope and breadth of significant disparities we currently see in special education.

Many children of color—particularly Black and American Indian youth—are identified at substantially higher rates than their peers. It is critical to ensure that overrepresentation is not the result of misidentification, which can interfere with a school's ability to provide children with the appropriate educational services required by law.

Disparities are also prevalent in the discipline of students of color with disabilities. With the exception of Latino and Asian-American students, more than one out of four boys of color with disabilities (served by IDEA)—and nearly one in five girls of color with disabilities—receives an out-of-school suspension.

Because of these disparities and their lasting impacts on children's lives, President Obama's [My Brother's Keeper Task Force](#) identified restoring equity for students with disabilities as a key priority. Today's announcement delivers on that commitment.

FACT SHEET: The White House Launches New National Effort and Ad Council Campaign to Eliminate Chronic Absenteeism and Drive Student Success

Today, the White House and the U.S. Department of Education announce two groundbreaking campaigns to address and eliminate chronic student absenteeism in this country: the My Brother's Keeper (MBK) Success Mentors Initiative -- with 10 initial participating cities -- and a multi-million dollar Ad Council campaign to engage parents on this critical issue. Chronic absenteeism is a nationwide challenge with devastating consequences for more than five to seven million students, and in low-income communities, the impact is even more prevalent. These efforts are part of the national Every Student, Every Day Campaign, and is in response to the MBK Task Force's recommendation that federal agencies launch a cross-sector national absenteeism initiative to improve the outcomes for young people, including those in underserved communities.

Groundbreaking Mentorship Initiative:

The MBK Success Mentors Initiative aims to reduce chronic absenteeism by connecting over one million students with caring mentors. It is the nation's first-ever effort to scale an evidence-based, data-driven mentor model to reach and support the highest risk students -- using existing resources already linked to schools, and the metric of chronic absenteeism to drive school and life success. The Initiative is a partnership between the Department of Education and Johns Hopkins University.

The Initiative will launch with participation from school districts in 10 communities -- Austin, Boston, Columbus, Denver, Miami-Dade, New York City, Philadelphia, Providence, San Antonio and Seattle -- that accepted the MBK community challenge. Additional communities are expected to join this effort by the spring. Over the coming months, MBK Success Mentors will work with students in the 6th and 9th grades across their communities' high needs school districts, with the goal of reaching over 250,000 students over the next two years and eliminating chronic absenteeism in these grades. At full scale when operating in grades K-12 across districts, the model aims to reach over 1 million students within the next 3-5 years. In the next phase, the initiative will be bolstered by college students from nearby colleges who will serve as MBK College Success Mentors, leveraging federal work-study allocations. Miami-Dade College will be the first MBK community to launch this college-linked model as part of this effort.

The MBK Success Mentors Initiative model connects students to caring adults who are trained school-linked personnel. These mentors will receive additional resources and tools to help them mentor students with greater impact. Mentors will include coaches, administrative staff, teachers, security guards, educators, AmeriCorps members, tutors, after-school providers and others. They will serve as trained and supported motivators, problem solvers, connectors, and advocates to form supportive relationships, identify and celebrate student's strengths, promote their attendance every day, and connect them with the necessary supports to keep them on track and thriving. Each mentor is assigned 3-5 students as mentees. Mentors are also "connectors," helping flag challenges causing absenteeism and connecting mentees to

appropriate school personnel or resources through this system that would otherwise remain untapped. Mentors meet with students 3 times per week in school all year and are trained to find a mentee's positive strengths, celebrate them, and call home as a parent engagement tool.

Key Department of Education collaborators in this work include Dr. Robert Balfanz of Johns Hopkins University's Everyone Graduates Center, MENTOR, Attendance Works, United Way, Corporation for National and Community Service, the Ad Council, City Year, Mott Foundation and the Arnold Foundation, which will provide critical assistance in identifying mentors, as well as strategic advice, training, and philanthropic support.

The Ad Council's Parent Engagement Campaign — Absences Add Up:

The Ad Council, in partnership with the Department of Education and the Mott Foundation, will simultaneously launch a multi-million dollar parent engagement campaign to elevate the conversation about the devastating impact of chronic absenteeism, specifically targeting parents of K-8th grade students.

The Ad Council has helped to address some of the country's most challenging public health and safety concerns, and through this campaign with MBK, will help to ensure that students across the country have the opportunity to succeed. The effort will include billboards and bus shelter outdoor Public Service Announcements (PSAs) and community posters for barbershops, doctor's offices and schools. A key component of the effort will include a new campaign website offering resources for parents in the key areas that contribute to student absences, including an online tool kit offering downloadable resources such as customizable posters, blog posts, infographics and absence trackers. The website will also include resources for educators, community leaders and afterschool providers.

Through this awareness campaign, the Ad Council and its partners will help raise awareness about how chronic absenteeism affects children in the short-and long-term, and share tips and resources for parents to help address chronic absenteeism.

Why This Matters:

Chronic absenteeism, or missing at least ten percent of school days in the school year, or a month or more of school, excused or unexcused, is a leading cause of low achievement and a powerful predictor of which students will eventually drop out of school. Five to seven and a half million children miss a month or more of school each year, putting them at significant risk of falling behind and not graduating from high school. Half the high-need students who fall off-track to high school graduation do so in just 65 school districts. Chronic absenteeism is often the first flag.

A recent report by *America's Promise Alliance* shows that students in our highest need communities typically experience "relationship poverty," which greatly increases the odds that they will dropout. The research showed that having a caring adult in their lives was a major counter force to dropping out. Having a caring adult *in school* had the largest impact of all – reducing the likelihood of leaving school by 25%.

Every Student, Every Day Campaign is focused on the estimated 5 to 7.5 million students who are chronically absent each year. Defined as missing at least 10 percent (approximately 18 days) of school days in a school year, chronic absenteeism puts students at heightened risk of falling behind and dropping out of school. Together, communities can address and eliminate chronic absenteeism, and ultimately boost student success and strengthen our nation's workforce and our future prosperity. As part of this initiative, the Administration is collaborating with states, local communities, and nonprofit, faith, and philanthropic organizations to support local, cross-sector efforts.

Evaluating and Planning

To build the most impactful intervention possible, a multi-year evaluation and learning agenda will be incorporated into the MBK Success Mentor Initiative, including a series of randomized variations of the model, and cutting edge components including district-based mentor and mentee text messaging, and

socio-emotional skills training. Private support for this evaluation and learning agenda is being provided by the Arnold Foundation. Based on the evaluation, the Department of Education will develop guidance and tool kits for school districts to implement this model.

President Obama's 2017 Budget Seeks to Expand Educational Opportunity for All Students

The Obama Administration released a fiscal year 2017 [budget](#) today that makes crucial investments building on the Administration's work to advance educational equity and excellence, support teachers and school leaders, and promote college access, affordability and completion.

"The President's budget reflects the Administration's broader efforts to expand opportunity and ensure every child can achieve his or her full potential," said Acting Education Secretary John B. King Jr. "We have made tremendous progress with record high school graduation rates and more students of color going to college, but we have further to go to ensure that educational excellence is a reality for all students. This budget builds on the Administration's continued efforts to invest in education, from high-quality early learning through college."

The President's budget provides \$69.4 billion in discretionary funding, a 2 percent increase over the 2016 appropriation. The budget also includes \$139.7 billion in new mandatory funding over the next decade. The budget supports the implementation of the [Every Student Succeeds Act](#), which embraces many of the reforms the Administration has long supported to improve outcomes for all students.

Key education investments in the President's budget:

Increasing Equity and Excellence

- \$15.4 billion for Title I Grants to school districts—the cornerstone of federal efforts to ensure that all students, including poor and minority students, students with disabilities, and English learners, graduate from high school prepared for college and careers
- A commitment to early learning as a path to opportunity anchored by President Obama's [Preschool for All proposal](#), which would provide mandatory funding for universal high-quality preschool programs for all 4-year-olds from low- and moderate-income families, along with a total increase of \$80 million for IDEA Preschool and IDEA Grants for Infants and Families, and an increase of \$100 million to the Department of Health and Human Services for the jointly administered [Preschool Development Grants program](#)
- \$120 million for a new [Stronger Together Grants](#) program, which would encourage the development of innovative, ambitious plans to increase socioeconomic diversity through voluntary, community-supported strategies and expand existing efforts in states and communities
- \$4 billion in mandatory funding over three years for the new [Computer Science for All program](#), which would support state efforts to expand access for all students to computer science instruction and programs of study. And \$100 million in discretionary Computer Science for All Development Grants program for school districts, which would promote innovative strategies to provide high-quality instruction and other learning opportunities in computer science
- \$138 million for more vigorous enforcement of our nation's civil rights laws by the Department's Office for Civil Rights, which ensures equal access to education

Providing Support for Teachers and School Leaders

- A new RESPECT: Best Job in the World program that would make a \$1 billion mandatory investment to support a nationwide effort to attract and retain effective teachers in high-need schools by increasing compensation and paths for advancement, implementing teacher-led development opportunities to improve instruction, and creating working conditions and school climates conducive to student success
- \$125 million for the proposed Teacher and Principal Pathways program for grants to institutions of higher education and nonprofit organizations, working closely with school districts, to create or expand high-quality pathways into the teaching profession, particularly into high-needs schools and high-need subjects such as science, technology, engineering and math (STEM)

- [\\$10 million for Teach to Lead grants](#) to build on the promising work at the Department's "[Teach to Lead](#)" [gatherings](#) with direct support to teachers that develop innovative reforms with the potential for wider impact on improving student outcomes

Expanding Access, Affordability, and Completion in Higher Education

- Provide \$61 billion in mandatory funding over the next decade for [America's College Promise](#), which would create a new partnership with states to make two years of community college free for responsible students, letting students earn the first half of a bachelor's degree or an associate degree and earn skills needed in the workforce at no cost, and also provide grants to 4-year historically black colleges and universities and minority-serving institutions to support two years of college at zero or reduced tuition for low-income students
- Support and encourage on-time degree attainment through [Pell for Accelerated Completion](#) to provide year-round Pell availability to low-income students taking a full course load who have exhausted their award
- Increase the Pell Grant by an additional \$300 through the [On-Track Pell Bonus](#) for students taking at least 15 credit hours per semester in an academic year, the number of credits typically required for on-time completion
- Reward colleges that successfully enroll and graduate a significant number of low-income students on time and encourage all institutions to improve their performance through the new [College Opportunity and Graduation Bonus program](#)
- Continue to index the Pell Grant to inflation indefinitely beyond the 2017 award year with mandatory funding to protect and sustain its value for future generations
- Expand postsecondary opportunity to incarcerated individuals eligible for release through the [Second Chance Pell proposal](#) that would restore their Pell eligibility with the goals of helping them get jobs, support their families, turn their lives around, and strengthen their communities

More information on the Department of Education's budget request can be found at www.ed.gov/budget.

Under President Obama's leadership, we have turned our economy around and created 14 million jobs. Our unemployment rate is below 5 percent for the first time in almost eight years. Nearly 18 million people have gained health coverage as the Affordable Care Act has taken effect. And we have dramatically cut our deficits by almost three-quarters and set our nation on a more sustainable fiscal path.

Yet while it is important to take stock of our progress, this budget is not about looking back at the road we have traveled. It is about looking forward and making sure our economy works for everybody, not just those at the top. It is about choosing investments that not only make us stronger today, but also reflect the kind of country we aspire to be—the kind of country we want to pass on to our children and grandchildren. The budget makes critical investments in our domestic and national security priorities while adhering to the bipartisan budget agreement signed into law last fall, and it lifts sequestration in future years so that we continue to invest in our economic future and our national security. It also drives down deficits and maintains our fiscal progress through smart savings from health care, immigration, and tax reforms.

The budget shows that the President and the Administration remain focused on meeting our greatest challenges—including accelerating the pace of innovation to tackle climate change and find new treatments for devastating diseases; giving everyone a fair shot at opportunity and economic security; and advancing our national security and global leadership—not only for the year ahead, but for decades to come.

Acting U.S. Secretary of Education John B. King Jr. Announces Guidance to States to Help Reduce Testing

Acting U.S. Secretary of Education John B. King Jr. announced today [new guidance](#) to help states identify and eliminate low-quality, redundant or unhelpful testing.

"High-quality assessments give parents, educators and students useful information about whether students are developing the critical thinking and problem solving skills they need to succeed in life," said King. "But there has to be a balance, and despite good intentions, there are too many places around the country where the balance still isn't quite right. We hope this guidance will help restore that balance and give back some of the critical learning time that students need to be successful."

The guidance outlines how federal dollars may be used to help reduce testing in schools, while still ensuring that educators and parents have the information they need on students' progress to improve learning. The guidance shines a light on innovative work already happening across the country and provides examples of how states and districts can use their federal funding to explore new strategies for ensuring the use of high-quality, useful and well-constructed assessments, and the elimination of redundant and burdensome assessments.

King talks more about the guidance in a [video](#) released today.

The document builds on an October 2015 [announcement by President Obama](#) and a [set of principles](#) the Department released, outlining that assessments must be worth taking and of high quality; enhance teaching and learning; and give a well-rounded picture of how students and schools are doing.

Last fall, the Council of the Great City Schools released the results of a [comprehensive, two-year study](#) on the scope of testing in schools, a report that has helped deepen the nation's understanding of assessments. Some states and districts continue to look for creative ways to decrease testing burden on students and teachers while ensuring that new assessments measure vital skills like writing, problem-solving, and critical thinking. The Department is highlighting some of that work on its [Progress blog](#) with posts on strategies being used in Tennessee and in Tulsa, Oklahoma.

While this guidance addresses use of federal money under No Child Left Behind during the 2015-16 and 2016-17 school years, the Department will provide further clarification in coming months on how dollars under the newly adopted [Every Student Succeeds Act](#) (ESSA) can be used to support the reduction of unnecessary testing. The new law takes additional steps to support smart, effective assessments and to reduce over-testing, including efforts to encourage states to limit classroom time spent on statewide standardized testing and to strive for continued improvement and innovation in assessments. ESSA encourages a smarter approach to testing by allowing the use of multiple measures of student learning and progress, along with other indicators of student success, to make school accountability decisions. It also includes support for state efforts to audit and streamline their current assessment systems.

"As a teacher, you know that information on your students' progress is crucial to tailoring instruction to their specific needs and to understanding whether a lesson has worked. As a school leader, you need tools to ensure that every student is learning and to support the growth of your staff," King said. "And yet, in both roles, you're also always seeking more opportunities for quality instructional time for your students. Good assessments can actually be part of great learning experiences, but simplistic, poorly constructed, or redundant tests just take away from critical learning time, without providing useful information."

In his FY16 budget proposal, President Obama called on Congress to provide support to continue and grow this work. The President's budget included \$403 million for state assessments to provide additional resources to states to support the effective implementation of assessments that are aligned to college- and career-ready standards that will help ensure that all students graduate from high school with the knowledge and skills they need to be successful in college and the workplace. In his FY17 budget proposal, President Obama will once again prioritize these goals.

In addition to this guidance, the Department has also:

- Established "office hours" for any state or district that wishes to consult on how it can best reduce testing while still meeting policy objectives and requirements under the law;
- Highlighted the work of states and districts on the Progress blog;
- Awarded resources through the [Enhanced Assessment Grants](#) competition to support the development of better, less burdensome assessments;

- Provided expertise to states directly through proactive outreach to states and other technical assistance.

Buzz From the Hub

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

<http://www.parentcenterhub.org/repository/buzz-feb2016/>

Hot Off the Press from CPIR!

[Quick-Find Index to CPIR Products and Resources.](#)

Many of you have pointed out that there's no quick and easy way on the Hub to find the products and resources that CPIR has produced. We heard you—and so, with pleasure, here you go, a quick-find index. On the menu bar across the top of the site, it's the 3rd tab, "CPIR Products." Hope this helps!

[Miss the webinar on the Every Student Succeeds Act?](#)

No problem. We've archived the webinar on ESSA, for your leisurely listening and viewing.

New Resources in the Hub on Employment

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.

[Inclusive Internship Programs: A How-to Guide for Employers.](#)

New in the Hub | Ensuring that internship programs are accessible for all youth, including youth with disabilities, is a major step towards building an inclusive workplace. Public and private employers of all sizes can reference this guide to learn about the benefits associated with facilitating inclusive internship programs as well as the components to consider when designing, implementing, and evaluating these programs.

[Integrated Employment Toolkit.](#)

New in the Hub | ODEP (the Office of Disability Employment Policy) has developed the *Integrated Employment Toolkit* to provide valuable information as individuals, community employment agencies, policymakers, and others pursue integrated employment as the desired employment goal for youth and adults with disabilities.

[Partners in Employment.](#)

New in the Hub | This 6-hour self-study course is designed to help people with developmental disabilities find meaningful jobs and plan a career. In this course, participants will create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential employers; prepare for an interview; and understand the hiring process. The course is available in [English](#), [Spanish](#), and as an [EZ Read version](#) that uses visuals.

[Understanding the New Vision for Career Development: The Role of Family.](#)

This Info Brief from the National Collaborative on Workforce and Disability introduces families, including families of youth with disabilities, to a new way of looking at career development for youth. The brief discusses the 3 phases of career development, highlights Individualized Learning Plans as a tool for facilitating the career development process, and offers strategies on how families can be involved.

[Employment Connections.](#)

This resource page is part of the larger *Transition Suite*, but it narrows the transition focus to employment issues and exploration. Updated in February 2016, the page is divided into: tips for getting started, understanding the network that's out there to help, reasonable accommodations in the workplace, job coaches, and supported employment.

Spotlight on...Employment Resources in Spanish

We know that Parent Centers are always searching for materials in other languages, especially Spanish. What's out there on the topic of our *Buzz* this month?

[Partners in Employment.](#)

We just mentioned this resource in the Hub section above. It's available in English, Spanish, and an EZ Read version.

[Reasonable workplace accommodations under the ADA](#) | [Acomodaciones razonables bajo el ADA.](#)

The go-to source for information in [English](#) and in [Spanish](#) on reasonable accommodations for employees with disabilities is JAN, the Job Accommodation Network. Check out the long list of fact sheets and briefs in both languages!

[Campaign for Disability Employment Outreach Toolkits.](#)

Being equipped with the right resources is the first step in promoting inclusion and opportunities for people with disabilities in the workplace. The Campaign for Disability Employment provides toolkits with materials supporting the What Can YOU Do? message and the secondary themes built around the award-winning "I Can" PSA, the "Because" PSA, and the new "Who I Am" PSA. The toolkits are available in [English](#) and in [Spanish](#).

[Skills to Pay the Bills: Mastering Soft Skills for Workplace Success.](#)

Skills to Pay the Bills is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities. Created for youth development professionals as an introduction to workplace interpersonal and professional skills, the curriculum is targeted for youth ages 14 to 21 in both in-school and out-of-school environments. It includes modular, hands-on, engaging activities that focus on 6 key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. Available in [English](#) and in [Spanish](#).

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.

[Disability.gov's Guide to Employment.](#)

A treasure trove of connections for families and youth with disabilities with job-readiness and employment exploration on their agendas.

[Career exploration: Job shadowing.](#)

Well-planned job shadowing experiences help teens learn about work environments and routines; job tasks and responsibilities; and skills needed for success in careers of interest. This article from *Life After IEPs* gives tips and tools for planning effective job shadowing opportunities.

[Where can I get information about job training programs?](#)

Job training programs can help youth with disabilities learn different kinds of job skills. This resource page offers a quick list of places and agencies to turn to, to find job training programs in your area.

[Job Application Process.](#)

This online module from the HEATH Resource Center is meant for youth themselves, to help them learn about the job search, application, and interview processes, and to identify key resources and strategies for finding and securing employment.

Resources Just for Parent Centers: Employment Data and More

[Disability Employment Statistics.](#)

Need data on the employment of people with disabilities? What about [youth with disabilities in particular](#)? ODEP is one great one-stop for the latest statistics on who's employed and who's not.

[Designing a Career Pathways System: A Framework for State Education Agencies.](#)

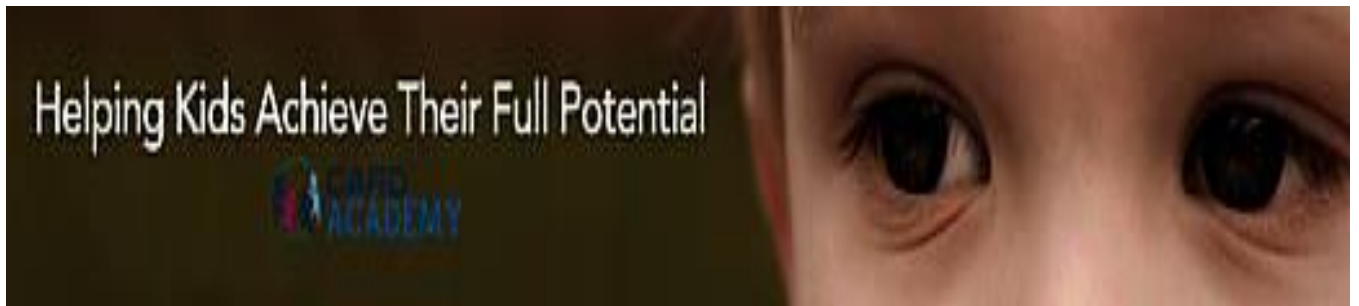
The endgame for K-12 stakeholders is no longer high school graduation; it's preparing all students for successful careers. Career pathways support students in the transition from secondary education through the workforce, and it can be one part of a comprehensive system to support students' college and career readiness and success. *Designing a Career Pathways System: A Framework for State Education Agencies* is a four-chapter module intended to help state education agency staff design, implement, and evaluate a career pathways system. (It can also help Parent Centers be part of state planning activities on the subject!) Each chapter includes a facilitator's guide, slide presentation, and activity handouts.

[Pathway to Employment for Youth with Disabilities.](#)

Volunteerism can provide a great opportunity for youth with disabilities to gain important work-based skills and develop a network of contacts. This article from ODEP and the Corporation for National and Community Service discusses the importance of work-based and service-learning for all youth, including those with disabilities. The article also discusses income exclusions available to Social Security beneficiaries participating in service learning opportunities under AmeriCorps, in which participants receive a living stipend. It closes with a great list of resources!

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

High Stakes Testing in the 21st Century: Implications for Students in Special Education

By

Lola Gordon, Ed.S.

Abstract

High-stakes testing has been a part of American education since its inception. The laws that govern the use of high-stakes tests include language that mandates the inclusion of students in special education. These laws play an influential role in the new large-scale assessments aligned with the Common Core State Standards (CCSS). The assessments being implemented in the current 2014-2015 school year include embedded and locally provided accommodations for students with a documented need. For students with the most severe cognitive disabilities alternate assessments are available aligned with the CCSS. The implications of these assessments and the role they play in crucial factors pertaining to students in special education requires additional research. Specific areas for research should include how high-stakes tests can be useful in identifying specific needs, accommodations, and strategies for learning for students in special education, and the role test scores play in retention and dropout rates for this population.

High Stakes Testing in the 21st Century: Implications for Students in Special Education

Throughout history standardized tests have been used to gather data on student achievement. Results from standardized tests are used to measure individual performance of students, schools, and districts, as well as to compare across students, schools, and districts (Salvia, Ysseldyke, & Bolt, 2010). Until recently many students with disabilities were excluded from these tests, or were required to participate inappropriately. Over the past several decades, however, mandates have been implemented which govern how students in special education participate in high-stakes standardized testing, with a focus on appropriate and unbiased participation. The development of new large-scale assessments aligned with the Common Core State Standards (CCSS) addresses issues pertinent to students in special education. Considerations for the use of accommodations and alternate assessments utilizing the principles of universal design have been made, aimed at providing equal access to appropriate assessment opportunities for all students in special education. As students with disabilities begin participating in these new assessments, data gathered about student performance should provide information necessary in identifying the specific needs of students in special education, particularly in relation to the use of appropriate accommodations. Also, examining the role that high-stakes test scores play in retention and dropout rates for students in special education, and whether or not those rates are affected by the new assessments will be important.

Background

The testing of students has a considerable history in American education. Beginning in the early 20th century standardized tests began being used to measure student achievement in basic school subjects. In 1965 the Elementary and Secondary Education Act (ESEA) was created which included a requirement for testing for accountability purposes. Connections between declining test scores in literacy and math and joblessness in the 1970's led to major reforms in the 1980's. The 1983 report *A Nation at Risk* painted a bleak picture of student performance on academic skills. A new emphasis was on the high-stakes attached to tests, even though the data at the time suggested that little improvement would result from high-stakes alone (Kaestle, 2013). The development of content and performance-based standards with aligned assessments came about in the 1990's, which led into the 21st century, and in 2001, the reauthorization of the ESEA, titled No Child Left Behind (NCLB) placed a high level of importance on frequent administration of high-stakes tests for the purpose of accountability. With rewards and sanctions based on student performance, NCLB mandated that all students, including students in special education, be included in the accountability requirements (Kaestle, 2013).

Prior to NCLB, federal provisions concerning accountability practices were limited in their ability to regulate the assessment of students in special education. NCLB required that most students in special education participate in high-stakes testing aligned with grade-level standards and those with significant cognitive disabilities take an alternate assessment that would be included in the accountability requirement (Salend, 2008). In 2009 the American Reinvestment and Recovery Act was implemented, which included a grant program titled Race to the Top that provided funding to states that adopted common academic standards and assessments aligned with those standards. These common academic standards came for most states in the form of the Common Core State Standards (CCSS) and two aligned assessments were developed by the Smarter Balanced Assessment Consortia (SBAC) and the Partnership for Assessment of Readiness for College and Career (PARCC). In addition, there are two consortia that designed alternate assessments, Dynamic Learning Maps (DLM), and the National Center and State Collaborative (NCSC) for students with severe cognitive disabilities. Test-based accountability has continued to play a vital role in education, and it is more persistent than any other education policy, despite continuing dissatisfaction with student performance (Linn, 2013).

Statement of Problem

Test-based accountability contains the assumption that the tests used are accurate measures of student achievement and can be used as predictors of future success in college and careers. Underperformance on high-stakes assessments has been seen through several factors, including performance on international assessments, the increasing numbers of students needing to take remedial, non-credit-bearing coursework in college, complaints from employers about a lack of preparedness of high school graduates, and the continued prevalence of students dropping out of school (Linn, 2013). Students in special education typically require accommodations to participate appropriately, and the new assessments were designed with consideration of accommodation needs. Whether or not they will be accurate in identifying appropriate accommodations and learning strategies will require more research. In addition, with concern over the dropout rates of students in special education, the question of what role the new assessments will play in changes to those rates will need to be considered.

In the area of needs, accommodations, and strategies, the removal of obstacles that have prevented accurate evaluation of the performance of students in special education was a necessary step in improving testing practices (SBAC.org). When administered appropriately accommodations help to ameliorate the effects of the individual characteristics of students in special education that limit their ability to demonstrate achievement (Geller, Alonzo, Monegan, & Tindal, 2007). Throughout the history of high-stakes testing, questions regarding what types of accommodations are appropriate, who is qualified to make decisions about accommodations, and how classroom-based accommodations influence the performance of students in special education on high-stakes tests have persisted (Geller, et.al., 2007). Concerns over non-standard administration of assessments threatening validity has prompted more attention being given to the appropriate use of accommodations and in determining their capacity for providing the types of information needed to guide instruction (Fuchs, Fuchs, & Capizzi, 2005).

Attention must also be given to the small percentage of students who require alternate assessments to be appropriately and accurately evaluated. Regulations now mandate that students who cannot participate in the regular assessments be offered alternate assessments, however, only 1% of proficient or advanced scores from the alternate assessments are allowed to be counted toward accountability ratings (Slocum, 2005). If the alternate assessments that have been developed prove to be effective in identifying appropriate interventions for students with severe cognitive disabilities the possibility exists that a larger percentage of students taking alternate assessments will score at higher levels, which may lead to a needed change in the 1% rule.

The correlation between scores on high-stakes tests and retention and dropout rates in high school has been documented. The question to be considered is what type of impact the new assessments will have on these rates. Grade promotion tied to performance on high-stakes tests has become more common over the last decade, and the increase in dropout rates due to the emphasis on these types of tests is an unintended consequence of testing. Increasing frustration with school and a lowered academic self-concept tied to scores on high-stakes assessments is a factor in dropout rates (Allensworth, 2005). Most states now require all high school students to pass a general skills exam in order to graduate. There is question as to whether or not the new assessments aligned with the CCSS will serve as exit exams, and for students in special education the question is of particular importance. The wide graduation-rate gaps in many states between students with disabilities and those in regular education is well documented. The most recent U.S. Department of Education data, for 2011-12, shows a four-year graduation-rate gap that ranges from a high of 43 percentage points in Mississippi to a low of 3 percentage points in Montana (Samuels, 2014). Students in special education who experience failure or see little chance of passing assessments and graduating often decide to drop out (Thurlow, Sinclair, & Johnson, 2002). Currently, research does not provide definitive answers to these concerns - regarding whether the new high-stakes assessments will result in growing numbers of students in special education dropping out.

The purpose of high-stakes testing is to improve outcomes for all students by improving ongoing progress monitoring and instruction, but the assessment outcomes need to correspond with real improvements in student achievement (Slocum, 2005). The new wave of computer-based assessments is just beginning to be implemented. The information they will be able to provide for students in special education and the effect they will have on dropout rates will be seen in the coming years as the assessments are evaluated for validity, reliability, and effectiveness (Stephens, 2014).

For students in special education the issue of participation in high-stakes testing has been contentious. The Individuals with Disabilities Education Act (IDEA) and NCLB laid the foundation for the accountability of students in special education by requiring states to include this population in all state and district assessments and to report their participation and performance (US DOE, 2012). These mandates led to a wider use of accommodations and alternate assessments to allow students in special education to more appropriately participate (Linn, 2013). IDEA 2004, heavily aligned with NCLB, requires that the Individualized Education Plan (IEP) detail specific accommodations students would require for testing, and states that students in special education are no longer exempt from state and district assessments (Katsiyannis, Zhang, Joseph, & Jones, 2007). Unintended consequences of these efforts included an overabundance of test preparation that led to a narrowing of the curriculum, and in the years since NCLB a call for more rigorous standards and expectations along with aligned high-stakes testing (Linn, 2013). In response to these and other failures of the NCLB, the Common Core State Standards (CCSS) were developed, and implementation of the standards began in 2010.

The CCSS are intended to be rigorous in promoting higher-order thinking and problem-solving skills, and students who master the CCSS in high school are thought to be well prepared for college and career (Linn, 2013). Students in special education are held to the same content and grade-level standards and are taught with an emphasis on the use of research-based instructional practices. Funding for the two assessment consortia, SBAC and PARCC, was provided from the federal Race to the Top initiative to develop assessments aligned with the CCSS. Initially 44 states signed on to adopt the standards; currently, 23 of the 44 states have sought legislation to repeal, delay, or withdraw from their testing consortia (Stephens, 2014). While states initially felt the idea of common academic standards and standardized assessments directly aligned with those standards was a positive proposition, the states that have withdrawn or are seeking withdrawal cite concerns over the assessments being rushed into implementation without a strong research base supporting their effectiveness. And challenges still exist for students in special education that are not addressed with the implementation of the CCSS or the aligned assessments. Many students in special education require roughly 30-40 more days of instruction

to have an equitable opportunity to learn than their peers, and with the technology associated with the new assessments there may not be enough time for students to be taught the standards they will be assessed on (Nirvi, 2012). An additional issue relates to the concern that even after over a decade of comprehensive education reform policies whose purpose was to hold everyone accountable for student performance and outcomes, there are still unacceptably high rates of students in special education dropping out of school (McNeil, Coppola, Radigan, & Heilig, 2008).

The shift in accountability practices since NCLB has raised different perspectives on whether the use of high-stakes assessments for all students regardless of ability is appropriate. Proponents of the CCSS and the next-generation assessments focus on aspects such as the benefit of more continuity among states, that agreed-upon standards will lead to better outcomes for students with increased preparedness for college and careers, and that the assessments were designed utilizing the principles of universal design. Universal Design is a way to provide assessments with tools built into the system, minimizing the need for other accommodations. They also argue that the participation of all students ensures that school districts are responsible for everyone, not just the highest achievers (Salvia, Ysseldyke, & Bolt, 2010). Prior to provisions in NCLB and IDEA the primary source of accountability for students in special education was the IEP, but IEP goals were often not standards-based, making them less reliable and valid as measures of achievement (McLaughlin & Thurlow, 2010). However, the mandate for all students to be tested according to the same achievement standards is controversial. Opponents of the current reforms cite concerns over too much class time being spent on practice tests, and that assessment policy will drive instructional practices, which has been detrimental for all student learning. There is also concern over educators diverting resources away from students whose scores may not be counted, such as those with severe cognitive disabilities (Salvia, et.al, 2010). Concerns also exist over the achievement gap broadening for those students who are not tech-savvy. A question for the future will be in determining the reliability of the inferences made from high-stakes assessments.

Review of the Literature

The issue of how the results from high-stakes testing can be used to make meaningful decisions for students in special education is well represented in the literature. The question of the correlation between high-stakes tests and dropout rates is also represented in the literature, but both issues require a much larger research base. Research findings about the effects of standardized test-based accountability have been both promising and disappointing. The practices of extensive test-preparation and frequent interim testing as a result of accountability pressures often do not serve the population of students in special education effectively (Ed. Policy, 2009).

The new assessments, including the alternate assessments, have been designed using principles of universal design. Proponents of the new assessments cite components such as universal tools, designated supports, and digitally embedded and locally provided accommodations as being effective tools for not only making the assessments meaningful for all students, but also in providing the necessary information regarding the supports students require for learning (SBAC.org). Components of the assessments that are praised by proponents include the idea that the digital delivery system helps to broaden the availability of tools and accommodations and creates a less restrictive testing environment (SBAC.org). Opponents have concerns about the way accommodations are applied, including the over-identification of accommodations, as well as the choice of specific accommodations that may run counter to the fundamental goal of using them to begin with (Geller, et.al., 2007). These issues may become more prevalent with the new testing format as accommodations embedded in the test delivery system are easily accessible and the tendency to provide more than what is needed may become common. If high-stakes tests are going to provide useful information for guiding students in special education then the choices about accommodations need to be made carefully and consistently, they need to be used in the instructional setting, and they need to be individually-determined, not disability-specific (Salend, 2008). Most importantly, accommodations should be continually evaluated for validity, usefulness, and fairness. The balance of standardization and individualization is an issue that frequently comes up in the literature about this topic and is one of the most crucial factors when planning participation in high-stakes testing for students in special education. A study of the students with disabilities (SWD's) subgroup published in 2012 by EDfacts, a United States Department of Education initiative to collect and place K-12 performance data at the center of policy, management, and budget decisions reported an achievement gap that exceeded 30 percentage points between SWD's and typical peers in 2007-2008. This has led to greater attention being placed on the appropriateness and effectiveness of the types

of supports that are in place for students in special education when participating in high-stakes testing, and research will need to continue to determine how high-stakes tests can be useful tools in providing the types of information about students needed for effective instruction.

Research from the past decade shows that retained students are more likely to drop out of school due to lowered self-efficacy, compounding feelings of failure, and a negative attitude toward school (Allensworth, 2005). The question about there being a connection between high-stakes testing and dropout rates is one that has been examined and will require continued research with the implementation of new assessments. For students in special education the dropout rate is twice that of other students, and they are among the lowest performing students on high-stakes tests (Thurlow, Sinclair, & Johnson, 2002). The U.S. Department of Education, Office of Special Education Programs reported in 2006 that 37.6% of all students with disabilities dropped out of school at age 14 or over. Of that 37.6%, 61.2 % were students with EBD, 35.8% were students with a speech/language disorder, and 35.4% were students with a learning disability.

The role that high-stakes testing may play in these dropout rates is difficult to determine. One study, published in 2008 looked at the extraordinarily high rates of dropout under Texas's system of high-stakes, test-based accountability. Since the model for NCLB came from the Texas system the correlation between the Texas system and high dropout rates may be predictive of the rest of the U.S. under NCLB. The study showed systematic incentives to take administrative action that encouraged low-scoring students (the lowest scoring being students in special education) to drop out or be retained to keep their scores from counting toward accountability, and a relationship between the dropout of increasing numbers of students and rising accountability ratings was established (McNeil, et.al., 2008). And, as reported by McNeil, et al. (2008), the problem was not limited to Texas. Other published studies found higher rates of retention and dropout in states and cities that have instituted more stringent graduation requirements and exit exams. Data from the National Educational Longitudinal Survey found that graduation exit exams increased the probability of dropping out among the lowest-ability students, typically students in special education (McNeil, et.al, 2008). By 2010, 28 states had implemented exit exams and 24 of the states used these exams for meeting graduation accountability mandates under NCLB. A number of people have filed lawsuits that have challenged the use of high-stakes tests as graduation requirements and legal issues arise for students in special education as the use of these exams runs contrary to the provisions set forth in IDEA (Yell, Katsiyannis, Collins, & Lasinski, 2012). The role that these exit exams play in students in special education dropping out requires further investigation. How the new assessments that are aligned with the CCSS will address this issue has yet to be determined.

Questions/Hypotheses

The new large-scale assessments aligned with the CCSS have been developed to include more accessible accommodations for all students, and are claimed to be more appropriate as they are aligned with the standards that students are required to meet through classroom instruction. However, the construction of the assessments using principles of universal design does not guarantee a more authentic testing experience for students in special education, nor does it guarantee a decrease in dropout rates. The possibility that the new assessments may exacerbate the present issues surrounding accommodations and dropout rates due to the increased pressure for performance exists. Continued research is needed in both of these areas.

In the area of accommodations several factors need to be considered when determining if the assessments will have a positive impact on identifying appropriate accommodations to be used in both instruction and testing. There is an absence of a firm research base in determining accommodations for students in special education (www.sbac.org). In addition, the tools and accommodations provided in the new assessments were implemented without a thorough amount of baseline data being collected (Lane, 2013). Additionally, results of pilot tests were not used to inform practitioners or families about student performance or other factors, such as difficulties with the testing experience. These types of issues may conflict with both NCLB and IDEA compliance and result in a disproportionate representation of which students receive accommodations, and may interfere with the decision-making process (Salend, 2008). The Smarter Balanced consortium has stated that since the digitally-delivered tools and accommodations are new, additional research is needed as part of the validation process for the

assessments. One concern over the accommodations provided is that rather than being tools that allow students in special education to appropriately demonstrate their abilities they may instead pose barriers because of the amount of technological knowledge required to navigate them (Geller, et.al, 2007). Research should include factors related to specific accommodations and their effectiveness in allowing students in special education to use them appropriately to demonstrate achievement. A proper research base for these components will allow for more effective decision-making regarding accommodations and strategies used in both instructional and testing domains.

Determination of a connection between high-stakes testing and retention and dropout rates will require a detailed examination of the factors that are involved. One factor, that retained students are more likely to drop out due to lowered self-efficacy and a negative feeling about school, is an issue that has been clearly documented (Allensworth, 2005). Recurring failure in school is one of the most significant predictors of dropout. Because the dropout rate of students in special education is twice that of other students this population is at greater risk of experiencing consistent failure and is more likely to give up on school (Thurlow, et al., 2002). Proponents of the new assessment system believe that since there is a stronger connection between what students are exposed to in their instruction and what they are assessed on there will be a clearer purpose to the testing, and higher standards will increase students motivation to do well (Linn, 2013). However, opponents will cite those same factors as reasons that more students will experience failure. Because the new standards are more rigorous, students in special education may experience more difficulties in learning, especially if the accommodations provided are not useful or effective, and since the stakes are so much higher for performance, struggling students may be more inclined to give up. The heightened expectations and new performance standards will result in many students, particularly those in special education, being identified as not yet ready for college or career (Jones & King, 2012). The other factor related to dropout rates tied to high-stakes testing is the systematic encouragement from administration for low-performing students to be retained or to drop out so their scores do not negatively impact accountability ratings (McNeil, et al., 2008). The lowest performing students on high-stakes tests are students in special education, and these students may end up being the targets of this process. Further research is needed to uncover these types of practices in schools so that equity in educational opportunities can be realized for students in special education.

Conclusion

High-stakes testing has been a strong presence in American education, particularly in the last few decades. For students in special education, high-stakes testing is not simply a requirement to be fulfilled, but often a determinant of their future. High-stakes assessments administered in the past were not fair or accurate representations of the abilities of students in special education. With the advent of the Common Core State Standards and the aligned assessments, changes have been made to the assessment process that aims to provide more and better access for students in special education so that the results of high-stakes tests can be considered accurate and fair representations of the abilities of this population. The utilization of universal design is meant to avoid the previous and ineffective practice of trying to retrofit tests for students in special education (www.udlcenter.org). However, many questions regarding the appropriate use of accommodations and how the testing process itself can provide useful information to guide classroom instruction for students in special education have been proposed (Salend, 2008). There is needed research in the area of accommodations, and the results from the first round of next-generation assessments will need to be examined to identify specific components of the assessments involving accommodations and accessibility tools. One method for gathering this information should include student response data in which students in special education are given an opportunity to discuss their experience using specific tools and accommodations.

The issue of retention and dropout for students in special education and how high-stakes testing plays a role is an area that has been of concern in education for some time. Students in special education are often the ones who perform lowest on high-stakes assessments which puts them at greater risk of either being retained due to their poor performance or dropping out. Research shows that students who experience consistent failure are at the highest risk for dropping out, and students in special education are typically the ones to experience the most failure in school (Thurlow, et al., 2002). The new assessments, while designed to attempt to meet the needs of a broader range of students, may contribute to higher rates of dropout as students are identified as not being on-track for college and career. As the assessments are implemented data regarding the outcome on retention and dropout rates will need to be carefully examined, as well as the specific contributing factors.

High-stakes testing will continue to be a part of the American educational landscape. Having an adequate research base regarding the appropriate use of accommodations in instruction and testing, and researching and identifying the factors that contribute to the retention and dropout rates of students in special education is required. The role that high-stakes testing plays in these specific areas requires further research if they are going to be considered useful and valid aspects of the educational experience for students in special education.

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About the Author

Lola Gordon, Ed.S., has been working in the field of special education for 12 years. She has taught students with various disabilities in both public school and alternative school settings, focusing mainly on students with emotional and behavioral disorders. She has also taught at the college level, instructing courses about children and adults with disabilities. Lola is currently a full-time doctoral student at the University of Connecticut, working toward her PhD in Educational Psychology with a focus on behavioral supports. She also has a strong interest in special education law, and is focusing her studies on bringing more awareness regarding the behavioral and mental health needs of students with disabilities into education policy.

NCWD: Intersection: Navigating the Road to Work

NCWD/Youth Releases Transition Truths: An Overview of Transition Systems

[Transition Truths](#) is an online tool that describes systems that may affect youth with and without disabilities as they transition from youth to adulthood. Youth can use this tool with youth service professionals and other caring adults to learn about their rights within these systems, plan for their transition, and identify areas where change is needed within their communities. Youth service professionals can also use this tool in working with youth and in identifying ways to connect youth to additional supports.

NCWD/Youth Publishes

By Youth, for Youth: Employment

[By Youth, for Youth: Employment](#) is a new guide written by and for youth who want to know more about finding and keeping the right job. *By Youth, for Youth: Employment* discusses subjects, such as what makes a job right for each young person, job search and resume development, and how to interview for a job. The publication also addresses considerations specific to youth with disabilities who must consider disability disclosure in the workplace and how to request accommodations, if needed. *By Youth, for Youth: Employment* also provides information on employment supports and services, including vocational rehabilitation and transportation. Members of the Youth Action Council on Transition (YouthACT) and staff at NCWD/Youth and the Department of Labor's Office of Disability Employment Policy co-produced this brief.

IEL Hosts Right Turn Juvenile Justice Orientation Meeting

On January 26-27, 2016, the Institute for Educational Leadership (IEL), NCWD/Youth's host organization, led an orientation meeting for the [newly selected sites](#) in the second cohort of the [Right Turn Career-Focused Transition Initiative](#) for youth in the juvenile justice system. Orientation topics included program design and delivery, an overview of workforce activities, occupational training and educational interventions, restorative justice, and working with youth with disabilities. Each of these four sites will receive \$900,000 over two years to follow the Right Turn model and provide wraparound services for 200 local youth ages 14 to 24 who are involved in the juvenile justice system. Supported by the U.S. Department of Labor's Employment and Training Administration, Right Turn is based on several foundational materials from IEL and NCWD/Youth including the [Guideposts for Success for Youth Involved in the Juvenile Corrections System](#) and [Making the Right Turn: A Guide About Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System](#).

IEL Applauds Landmark Oregon Civil Rights Settlement Agreement

On December 29, 2015, the U.S. District Court for the District of Oregon approved a landmark settlement agreement with the U.S. Department of Justice (DOJ), the state of Oregon, and private plaintiffs to resolve violations by the state of the Americans with Disabilities Act (ADA). DOJ announced that the settlement will impact approximately 8,000 individuals with intellectual and developmental disabilities (I/DD) who seek to work in integrated community-based settings instead of in sheltered workshops. At least 4,900 of these individuals are youth ages 14 to 24 who are exiting school. The settlement addresses a class-action lawsuit filed by individuals with I/DD who are currently in or have been referred to work in sheltered workshops.

The DOJ stated that Oregon violated the ADA by unnecessarily segregating youth and adults with I/DD.

IEL, which operates several national technical assistance centers focused on moving young people to work, provided expert witness support to DOJ related to the transition-age youth portion of the case. [Read the full press release online.](#)

Disability and Employment Community of Practice Focuses on Youth in Transition, NCWD/Youth Resource

The [Workforce3 One Disability and Employment Community of Practice discussion forum](#) allows workforce professionals to share ideas, communicate with peers across the country, and read what others are saying and thinking about disability and workforce issues. This month's topic focuses on youth in transition and includes a [discussion topic on using NCWD/Youth's Guideposts for Success](#).

USDOL Announces NPRM for Section 188 WIOA Nondiscrimination Regulations

On January 22, 2016, the U.S. Department of Labor's Civil Rights Center announced a [Notice of Proposed Rulemaking \(NPRM\)](#) updating the Section 188 Nondiscrimination and Equal Opportunity Regulations. Section 188 prohibits discrimination because of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and, for beneficiaries, applicants, and participants only, because of an individual's citizenship status, or participation in a program or activity that receives financial assistance under Title I of WIOA. This proposal would increase equality of opportunity for the millions of job applicants, training participants, program beneficiaries, and funding recipients' employees who interact with the workforce development system each year. The NPRM's updates would also ensure access to the system, particularly for people with disabilities, individuals with limited English proficiency, transgender individuals, and individuals who are pregnant or have related medical conditions. Interested parties may [submit written comments](#) on the proposed rule.

Advisory Committee on Increasing Competitive Integrated Employment Hosts Webinar

On January 27-28, 2016, the Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (the Advisory Committee), authorized by the Workforce Innovation and Opportunity Act of 2014, held its first meeting of 2016 by webinar. The purpose of the Committee is to study and prepare findings, conclusions, and recommendations for Congress and the Secretary of Labor on (1) ways to increase employment opportunities for individuals with intellectual or developmental disabilities or other individuals with significant disabilities in competitive, integrated employment; (2) the use of the certificate program carried out under section 14(c) of the Fair Labor Standards Act (FLSA) of 1938 ([29 U.S.C. 214\(c\)](#)); and (3) ways to improve oversight of the use of such certificates. Materials from this and other advisory committee meetings are available at [the Advisory Committee's website](#).

GradNation Releases Data Brief on Graduation Rates for 2013-2014

GradNation, an initiative of America's Promise Alliance, recently released a new [Data Brief on high school graduation rates for 2013-2014](#). This Data Brief breaks down trends in graduation for students with disabilities, low-income students, English language learners, and students from ethnic/racial minority groups. It illustrates gaps across states for the general graduation rates compared with the graduation rates for these sub-groups. Across the nation, students with disabilities graduate at a rate of nearly 20 points lower than the average graduation rate for all students, and the gaps in more than half of all states meet or exceed the national gap.

Proposed Senate Bill Aims to Expand Access to Community Living

On December 18, 2015, U.S. Senator Chuck Schumer, D-N.Y. introduced the [Disability Integration Act](#). This legislation would ensure people with disabilities who are eligible for institutional care can receive their services at home or in a settings of their choice. The bill would outlaw long waiting lists for receiving community-based services and prohibit many existing caps on services. It would apply to services provided by Medicaid and private insurers.

Obama Administration Bans Solitary Confinement for Juveniles in Federal Prisons

On January 25, 2016, President Obama announced [a series of executive actions](#) that include a ban on solitary confinement for juvenile offenders in the federal prison system. These actions also limit the use of solitary confinement for all offenders who commit with "low-level infractions" and lower the maximum amount of time a prisoner can be placed in solitary confinement from 365 to 60 days. These executive actions apply to approximately 10,000 individuals who are currently serving time in federal prisons.

USDOL Celebrates National Mentoring Month

On January 21, 2016, USDOL Deputy Assistant Secretary Jennifer Sheehy and David Shapiro jointly authored a [blog post celebrating National Mentoring Month](#). Shapiro serves as the CEO of MENTOR: The National Mentoring Partnership. MENTOR's website includes youth resources developed in collaboration with the Office of Disability Employment Policy at the U.S. Department of Labor, including the [Guideposts for Success](#). In 2016, MENTOR will launch a new campaign titled [In Real Life](#) to increase understanding of real-life benefits of mentoring and opportunities it affords. MENTOR has also collaborated as a member organization of the [National Disability Mentoring Coalition \(NDMC\)](#). In October, the NDMC's [Susan M. Daniels Disability Mentoring Hall of Fame](#) named Sheehy as one of the 25 inductees in its inaugural class.

ASAN Accepting Applications for Autism Campus Inclusion Leadership Academy

The Autistic Self Advocacy Network (ASAN) is currently accepting applications for the [2016 Autism Campus Inclusion \(ACI\) Summer Leadership Academy](#). The ACI leadership training prepares Autistic students to create systems change on their college campuses. Accepted applicants will travel to Washington, DC and then participate in advocacy training at Gallaudet University from May 28 to June 4, 2016. Participants will develop their skills in community organizing, policy formation, and activism. ASAN will fully cover travel and lodging for all participants.

Applicants for the ACI Summer Academy must identify as Autistic and be current college students with at least one year remaining before graduation. ASAN especially encourages students of color, LGBT students, students with intellectual disabilities, and students from other or multiply marginalized communities to apply. Applications are due by February 21, 2016. Applicants should email submissions to Natalia Rivera Morales at NRiveraMorales@autisticadvocacy.org with the subject line of "2016 ACI Application".

Recording of Supported Education for Young Adults with Serious Mental Health Conditions (SMHC) Webinar Series Now Available

The majority of college students with serious mental health conditions do not finish school, which jeopardizes their long-term employment prospects. Transitions RTC researchers and trainers of supported education services recently hosted a [2-part webinar series](#) about Supported Education for Young Adults with SMHC. The webinar series presents the state of the science and practice of supported education and related strategies for achieving post-secondary education goals of young adults with SMHC. The slides and recording are both [available online](#).

AYPF Announces Webinar and New Tool for Development of Career Pathways System

The American Youth Policy Forum's College and Career Readiness and Success Center recently launched a new Career Pathways Module, which provides tools and resources for the development and implementation of a career pathways system. The webinar [Career Pathways from Ideas to Action, Tools for States](#) will introduce this tool, discuss the value of career pathways systems, and highlight examples of states and districts doing this work.

New Publication Available Designed to Improve Transfer Student Outcomes

The Community College Research Center (CCRC) at Columbia University, recently published [Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees](#). CCRC developed this report in collaboration with the Aspen Institute and the National Student Clearinghouse (NSC) Research Center. Tracking Transfer describes five metrics for measuring the effectiveness of two- and four-year institutions to help degree-seeking community college students transfer and earn a bachelor's degree. It draws on data from NSC that tracked more than 700,000 students over six years who enrolled in community colleges in 2007.

Latest Employment Opportunities Posted on NASET

Early Childhood Special Educator

Bahrain

Job Category: Full Time, Contract, Travel Opportunity

Description:

Sterling Medical is seeking an Early Childhood Special Educator to provide services at Military Treatment Facilities and surrounding communities in Bahrain.

The EDIS program is a Department of Defense program that helps active-duty military members' special needs children from birth to 3 years of age living in base housing by providing free in-home physical, speech, occupational, and cognitive therapies to help them reach their age-appropriate developmental milestones.

Requirements:

Education: Must have a Master's, or Ph.D. from an accredited Early Childhood Education Program, Home Economics (with concentration in Child Development), Human Development, Psychology, Counseling, or any other discipline that prepares individuals to provide early intervention services pursuant to IDEA.

License: Must have current state license/certification in field.

Experience: AN ECSE with a Master's degree or higher must have 2 years of direct ECSE experience within the last 5 years in IDEA related settings (Special Education or Early Childhood Special EDU in Trans-disciplinary Family Centered services for children 0-3.)

Services will be provided to patients 0 to 36 months of age, and upon request of the facility older patients up to 21, and their families. We ask that the ECSE is familiar with using the inter/Trans-disciplinary model of service delivery and shall be able to utilize the range of resources and approaches to provide appropriate services to children and families.

We offer:

- Excellent Rates
- PTO and Benefits
- Day Hours M-F
- Tax Benefit- SOFA Status
- Living Quarter Allowance
- Relocation and Logistical Support
- Great way to gain Military/DoD experience

Contact:

Christa Rouse

crouse@sterlingmedcorp.com

800-852-5678 ext 153

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

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
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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

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.

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- Appropriate State Certification/Licensure in Special Education
- Current Fingerprint Clearance Card

To Apply:

Please send updated resume to hr@ebshealthcare.com

Teacher

Washington, DC

Job Category: Teaching

Position: Teacher

Opening Date: School Year 2016-2017

Number of openings: Varies by content area

Our students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming and improving educational outcomes for our students.

In DCPS, 4,500 teachers serve the needs of 49,000 students across 113 schools. As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities:

- Develop and implement curricula to meet academic standards
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary
- Be accountable for students' academic growth and increase each individual student's achievement
- Design and implement assessments that measure progress towards academic standards and diagnose areas of student misunderstanding
- Use assessment data to refine curriculum and inform instructional practices
- Create a positive, achievement-oriented learning environment

- Reflect on successes and areas of growth as a teacher, seek to improve performance, and respond to feedback
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions
- Invest parents and families in their children's academic success through regular communication
- Perform other related duties as assigned.

Qualifications:

- Bachelor's degree
- Possesses or is eligible for a valid District of Columbia Teaching License (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at <http://osse.dc.gov/service/teacher-licensure>)
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback
- Personal Qualities of Top Candidates
- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the mastery of instruction based on student performance, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential Innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others

How to apply:

To apply, visit our website at www.joindcpublicschools.com/teachers, and complete our online application.

QUESTIONS:

If you have any questions, please email us at teach.dcps@dc.gov.

STAY INFORMED!

Follow us on Twitter at [@dcpsjobs](https://twitter.com/dcpsjobs), or become a fan of [DCPS Jobs](https://www.facebook.com/DCPSJobs) on Facebook.

Criminal Background Check

In accordance with the Criminal Background Checks for the Protection of Children Act of 2004, this position has been designated and identified as one which requires a criminal background check and/or traffic record check. If you are tentatively selected for the position, a criminal background check will be conducted. A final offer of employment is contingent upon the receipt of a satisfactory criminal background check.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived

race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action. Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees should contact:

Equal Employment Opportunity Specialist
Office of Labor Management & Employee Relations
District of Columbia Public Schools
1200 First St, NE, 10th Floor, Washington, DC 20002
(202) 442-5424

Early Childhood Special Educator

Bahrain

Job Category: Early Intervention

Description:

Magnum Medical has openings for Early Childhood Special Educators to work with children of American military families stationed at Bahrain. Position works in a home-based early intervention program, providing services to infants and toddlers of American military families stationed overseas.

Requirements:

Requirements include a Bachelor's or Master's degree in Special Education, US citizenship, a minimum of two years experience within the last five years working with developmentally delayed children in the 0, 1 & 2-year age population in a home-based early intervention capacity, and a current state teaching license/certification to teach in this capacity.

Benefits:

- Generous Paid Time Off
- Relocation
- Competitive Tax-Advantaged Compensation Provided

Contact:

LynnR@magnummedicaloverseas.com or fax resume to 513-984-4909

Upper School Math Teacher

Coconut Creek, FL

Job Category: Full Time

Description:

- Ability to articulate the Mission, Vision, and Values of the school both verbally and in writing
- Comprehensive knowledge of curriculum and instruction within the appropriate content area and/or grade level
- Ability to function as a student achievement advocate and advisor
- In depth understanding of all elements, goals, instructional best practice strategies, embodied in the Academic Plan, as well as the ability to clearly articulate the plan to parents and students.
- Outstanding listening skills
- Highly developed written and verbal communication skills
- Highly developed presentation skills
- Effective organizational skills including but not limited to lesson planning, implementing units of study, differentiating instruction, designing and implementing assessments
- Ability to monitor student progress and report information in a timely manner
- Ability to manage, delegate and monitor tasks
- Ability to mentor and coach students
- Highly developed collaborative leadership skills and the ability to work well with and through others
- Ability to prioritize and to expend allotted resources in alignment with stated academic priorities
- Ability to foster and maintain a positive school climate

Requirements:

- Implement the established curriculum as described in the NBPS curriculum maps
- Maintain and update curriculum maps on Atlas Rubicon
- Select and plan appropriate learning and teaching activities that are in alignment with NBPS standards and the Academic Plan
- Exercise good classroom management with the use of fair and consistent standards and appropriate sanctions that are clearly articulated to the students
- Encourage students to ask questions and to express their difficulties.

Benefits:

Full benefits include, medical, dental, vision, 401k plan, employer paid life insurance, short-term and long term disability.

Contact:

Brandon Boston, Director of Lighthouse Point Academy

bostonb@nbps.org

Tele: 954-247-0011 ext 380

Alternative Assessment Developers

Work from Home

Job Category: Freelance/Work from Home

Description:

State departments of education are increasingly interested in developing appropriate and useful standardized assessments for special education students. Ceres Publishing Services LLC (www.ceres-llc.com) is assembling a team of special education teachers or former teachers to lend their expertise to the development of state alternative assessments. Formats will vary, and will be based on team input. Standardized test development experience is a plus, but training and support from experienced test developers can be provided. Work will begin during the summer of 2016 and continue throughout the year. Team members can take on assignments of variable scope, according to their other work demands. Fee will be project-based, but typically test developers can expect to be paid at least \$30 per assessment item.

Requirements:

Create test items for alternative assessments, working collaboratively via email and other online collaboration tools. Expertise in special education, including appropriate educational credentials and teaching experience, is required. Standardized test item development is a plus.

Benefits:

This is a freelance position; no job benefits are offered. Test developers can expect at least \$30 per assessment item.

Contact:

To apply, please send an email detailing your relevant experience, along with a résumé, to tcjohnson@ceres-llc.com.

Director of Student Services

Andover, Massachusetts

Job Category: Administrator

Description:

The Director of Student Services oversees the delivery of educational services that augment and supplement regular classroom education. These services include special education, school nursing, home tutoring and oversight of the education of homeless children.

Requirements:

- Master's Degree in Special Education
- License as a Special Education Administrator
- 5-7 years as a school administrator and 5 years as a special education teacher.

Please submit a resume and cover letter to: chall@andoverma.gov

Salary:

mid-\$120,000s. Excellent benefits.

Contact:

Candace Hall
Director of Human Resources
Andover Public Schools
36 Bartlet Street
Andover, MA 01810
Email: chall@andoverma.gov
Telephone: 978-623-8530

Special Education Teacher

Vestal, NY

Job Category: Special Education Teacher

Special Education Teacher - Institute for Child Development

About The Research Foundation for SUNY at Binghamton:

The Research Foundation, founded in 1951, exists to serve SUNY and to capitalize on the scope, scale and diversity of SUNY as an engine of New York state's innovation economy.

The RF supports nearly \$1 billion in SUNY research activity annually, providing sponsored programs administration and commercialization support services to SUNY faculty performing research in numerous disciplines.

The Research Foundation of SUNY is a private not-for-profit corporation that administers externally funded sponsored projects for and on behalf of SUNY. The Research Foundation is a separate employer from SUNY and the State of New York and offers separate compensation and benefit plans.

RESPONSIBILITIES:

- Formulate, write, and implement Individual Education Plans.
- Develop, construct, write and implement habilitative programs for children.
- Objectively evaluate child behavior and performance.
- Monitor and objectively evaluate child behavior and performance and modify programs as required.
- Conduct and Consult on program analyses to determine effectiveness.
- Prepare written reports as needed.
- Maintain frequent contact with parents or guardians of children, in oral and written forms, regarding child progress on IEP goals.
- Participate orally and by providing written material in multiple weekly staff meetings.
- Provide support, in vivo supervision and performance feedback to paraprofessional staff as directed.
- Provide support, in vivo supervision and performance feedback to undergraduate practicum students as directed.

EXPECTATIONS:

- Provide direct child instruction and care for 5-days a week as determined by the Unit calendar. Meetings, preparation, parent contact, etc. will occur outside direct child attendance times
- Be available for ad hoc meetings and consultation during work hours as specified by Director of Educational Services, which may vary.
- Participate in all habilitative, self-help and emotional development programs as requested.
- Maintain appropriate cleanliness, organization and decoration of classroom.

- Assist children to and from bus stop and monitor lunch period.
- Demonstrated proficiency in analytical methods and written English expression.

LEVEL OF SUPERVISION:

Special Education Teachers will be supervised by and work closely with the Director of Educational Services. In vivo supervision of instructional effectiveness will be provided. In addition, consultation on program development, data evaluation and related responsibilities will be held bi-weekly.

REQUIRED QUALIFICATION:

- Bachelor's or Master's degree in Special Education
- New York State teaching certification or eligibility
- Must be fluent and easily understood in English with very good articulation to accommodate the communication and comprehension needs of the children served.

Please see the Research Foundation website for more information on qualifications and organizational policies.

<https://rfbu.interviewexchange.com/jobofferdetails.jsp?JOBID=63321>

ANNUAL SALARY:

\$33,000 dependent upon qualifications and experience.

Full time position includes full benefits package through the Research Foundation of the State University of NY.

Research Foundation Commitment to Equal Employment Opportunity

The Research Foundation for The State University of New York (RF) is committed to the principles of Equal Employment Opportunity and Affirmative Action.

The Research Foundation for SUNY is a private, not for profit corporation.

To apply please submit:

- Cover letter
- Resume
- Three letters of recommendation are required prior to employment
- You may add additional files/documents after uploading your resume.
- After filling out the contact information, you will be directed to the upload page.

Returning Applicants: - Login to your The Research Foundation for SUNY at Binghamton Careers Account to check your completed application.

Please contact us if you need assistance applying through this website.

<https://rfbu.interviewexchange.com/jobofferdetails.jsp?JOBID=63321>

Assistant Professor of Special Education

Denton, TX

Job Category: Full Time

Description:

Texas Woman's University College of Professional Education is seeking qualified candidates for a tenure-track position as Assistant Professor of Special Education in Denton, Texas. Requirements include Ph.D or Ed.D in Special Education or related area, evidence of public school teaching experience with students with disabilities, strong professional knowledge of special education disability categories, potential as undergraduate/graduate instructor, potential in research, scholarship and mentoring doctoral students.

Contact:

Interested persons should electronically submit letter of application, copies of transcripts, curriculum vitae, contact information, and the names/contact information of references to: facultyjobs@twu.edu. Email header or subject line must include job title and job code number **15 PE-TE02**.

Special Education Teacher

Phoenix, AZ and Tucson, AZ

Job Category: Special Education Teacher

Description:

\$48,000/school year (180 days). Summers off with year round pay. Special Education Teachers needed in Arizona (Phoenix and surrounding cities). Needs are in the self-contained and resource settings serving students with emotional disabilities (ED), Autism (A), Severe/Profound (S/P), and Intellectual Disabilities (ID). **STARS** is the largest school contract agency in AZ. **STARS** is owned and operated by Occupational Therapists. You will be an employee and receive full benefits (see below). With a proven track record, **STARS** is able to offer you an unbeatable support system and resources. **STARS** is hiring for the 2015-2016 school year. **STARS** places Special Education Teachers throughout the Phoenix, Tucson and the surrounding area public schools.

Requirements:

- Certification through the AZDOE, in Special Education
- Arizona Fingerprint Card through AZDPS
- We will help you get the credentials needed and reimburse you for the cost.

Salary:

\$48,000/SCHOOL YEAR, BASED ON 180 DAYS

STARS also offers a fantastic benefit package including:

- 16 weeks off
- 100% Company paid Health, Dental, and Life Insurance
- \$1,000/year Continuing Ed Money
- Paid DOE Certification Fees
- Paid NASET Dues
- Spanish Immersion trip
- Hawaii Trip for two
- 401K
- 125 Plan
- Direct Deposit
- Evaluation tools and treatment supplies
- Two company sponsored parties with professional entertainment
- Company newsletter
- **STARS** sponsored dinner meetings with national/local speakers
- Yearly raises
- Referral bonuses
- Moving \$
- Birthday gifts and other appreciation throughout the year
- **Genuine Appreciation**

YOU WILL FEEL LIKE A STAR!!!

Contact:

Brian Paulsen, COO #480.221.2573; Please email your resume to Jobs@StudentTherapy.com; Apply Online at StudentTherapy.com, we would love to hear from you!

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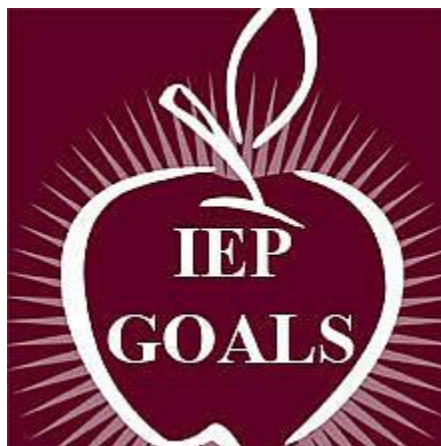
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- Committee on Education and the Workforce
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- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

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](#)