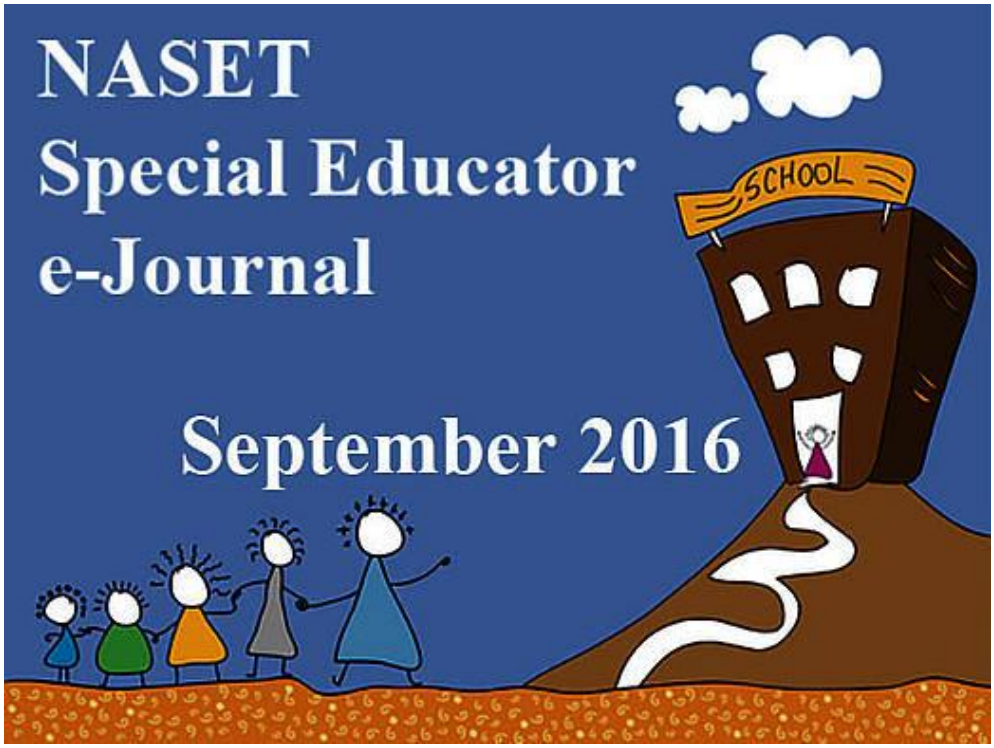


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# NASET Application for iPad and iPhone


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# Update from the U.S. Department of Education

### U.S. Department of Education Reaches Settlement with South Carolina Department of Education on Funding for Children with Disabilities

The U.S. Department of Education (Department) announced that it has reached an agreement with the South Carolina Department of Education (SCDE), settling the litigation involving the Department's claim of South Carolina's failure to maintain state financial support for special education and related services. This settlement will bolster the Department's commitment to ensure compliance with the Individuals with Disabilities Education Act (IDEA), maintain funding levels in South Carolina, and direct additional funds toward improving results for children with disabilities.

The Department's Office of Special Education and Rehabilitative Services issued a proposed determination that South Carolina had a shortfall in fiscal support for special education and related services for state fiscal year (SFY) 2010 of $51,336,578 and also noted potential shortfalls in SFY s 2011, 2012 and 2013. SCDE requested a hearing regarding that proposed determination, and the issue was not resolved until this settlement.

Under IDEA, a state must make available at least the same amount of financial support for special education and related services for children with disabilities each year as it did in the prior year. The consequence for failing to maintain financial support is a mandatory reduction in a future year's IDEA allocation by the amount of the shortfall.

"This settlement is a victory for children with disabilities in South Carolina," said Sue Swenson, Acting Assistant Secretary for the Office of Special Education and Rehabilitative Services. "Our Administration is committed to ensuring that schools have the resources they need to provide necessary supports and services to children with disabilities to ensure that they can leave school ready for college and career. We look forward to working with the South Carolina Department of Education to fully and effectively implement the terms of this agreement."

Key provisions of the agreement include the following:

- The Department has agreed not to reduce SCDE's IDEA grant in any future year based on failure to maintain financial support in state fiscal years 2010, 2011, 2012 and 2013.
- In return, SCDE has agreed to appropriate additional state funds, above the amount required to maintain financial support under the IDEA, for special education and related services in the amount of $51,336,578.
- These funds will be used by SCDE and its local educational agencies to implement programs and initiatives focusing on increasing reading proficiency for children with disabilities.
- The funds will be appropriated over a period of not more than three years, and must be expended within four years.
- The additional state funds will not count in calculations used to determine how much the state must make available to meet the maintenance of financial support requirement in subsequent years.

### New Research Shows Nearly Half of American Parents Underestimate the Harm of School Absences

A student who misses just two days of school each month — 18 days total in the year — is considered to be chronically absent. However, many parents don't realize that, even when excused or understandable, absences add up and can greatly impact a child's education. In the United States, more than 6 million children are chronically absent from school each year.

New research released by the Ad Council found that an overwhelming majority (86%) of parents understand their child's school attendance plays a big role in helping them graduate from high school. However, nearly half (49%) of parents believe that it is okay for their children to miss three or more days of school per month – and that they won't fall behind academically if they do. In reality, missing just two days of school per month makes children more likely to fall behind and less likely to graduate.

To combat chronic absenteeism, the U.S. Department of Education, the Charles Stewart Mott Foundation, and the Ad Council have partnered to create a public service campaign, *Absences Add Up*. The campaign features a series of digital and out of home PSAs that drive parents to AbsencesAddUp.org. On the website, parents are empowered with information and resources to help ensure their children attend school each day.

**"Ensuring kids actually make it to school is a vital part of leveling the playing field. Just missing a couple of days of school a month can mean the difference between dropping out and graduating on time. Absences add up. That's why eliminating chronic absenteeism is a critical part of our work at the federal, state, and local level to ensure that every child has the opportunity to succeed," said U.S. Secretary of Education John B. King Jr.**

**"A good education provides the best pathway to opportunity," said Mott Foundation President Ridgway White. "But to succeed in school, students have to be in school. That's why we're pleased to support a campaign that will help families and communities keep kids in the classroom."**

*Absences Add Up* is part of the My Brother's Keeper *Every Student, Every Day* initiative, a broad effort to combat chronic absenteeism led by the U.S. Departments of Education, Health and Human Services, Housing and Urban Development, and Justice. The initiative calls on states and local communities across the country to join in taking immediate action to address and eliminate chronic absenteeism by at least 10% each year, beginning with the current school year.

One third of parents surveyed in the new Ad Council survey say they could do more to ensure that their child attends school every day. There are many reasons why students miss school when there are resources available to help. Some are struggling in the classroom, while others may be having trouble with bullies or dealing with challenges at home.

**"Many parents don't realize that absences can add up quickly and make children more likely to fall behind quickly in the classroom," said Lisa Sherman, President and CEO of the Ad Council. "The Absences Add Up campaign gives parents the proper information they need to understand the true impact of school absences and the tools they need to set their children up for long-term success."**

Children who are chronically absent in preschool, kindergarten and first grade are less likely to read on grade level by the third grade. Students who cannot read at grade level by the third grade are four times more likely to drop out of high school.

The *Absences Add Up* campaign directs parents and community members to AbsencesAddUp.org, where they can find information about the importance of school attendance and resources to learn how to help children who are struggling in school, being bullied, managing chronic illness or dealing with mental health challenges. The site also provides parents with resources to assist with caregiving, housing and food challenges. For teachers, community leaders, after school programs, and mentoring partners, there is information about how to encourage school attendance and resources to help address issues like poor grades, bullying, and family challenges that cause children to miss school when they don't have to.

The Ad Council survey was conducted by Ipsos Public Affairs in June 2016. Ipsos surveyed more than 1,000 parents of children ages 6-13 to capture key attitudes regarding their children's school attendance.

**Ad Council**

The Ad Council is a private, non-profit organization with a rich history of marshaling volunteer talent from the advertising and media industries to deliver critical messages to the American public. Having produced literally thousands of PSA campaigns addressing the most pressing social issues of the day, the Ad Council has affected, and continues to affect, tremendous positive change by raising awareness, inspiring action, and saving lives. To learn more about the Ad Council and its campaigns, visit www.adcouncil.org, like us on Facebook, follow us on Twitter, or view our PSAs on YouTube.

**My Brother's Keeper**
President Obama launched My Brother's Keeper in February of 2014 to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. In response to the President's call to action, nearly 250 local municipalities in all 50 states have accepted the MBK Community Challenge.

**U.S. Department of Education**
U.S. Secretary of Education John B. King Jr's top priorities for this year have been promoting equity and excellence at every level of education to ensure that every child has the opportunity to succeed; supporting and lifting up the teaching profession; and continuing the Department's focus on returning America to the top of the rankings in college completion by ensuring more students earn an affordable degree with real value.

**Charles Stewart Mott Foundation**
The Charles Stewart Mott Foundation, established in 1926 in Flint, Michigan, by an automotive pioneer, is a private philanthropy committed to supporting projects that promote a just, equitable and sustainable society. With year-end assets of approximately $2.7 billion in 2015, the Foundation made 400 grants totaling more than $119 million. As a longtime funder of community education and afterschool programs, the Foundation considers education an important pathway to opportunity. Through its work with the federal 21st Century Community Learning Centers initiative and the Absences Add Up campaign, Mott believes afterschool leaders can help schools connect and partner with parents to build good attendance habits that will benefit children throughout their lives.

## $7 Million in Grants Awarded to Seven States to Improve Training Systems to Help Children with Disabilities

The U.S. Department of Education announced the award of $7 million in grants to seven states to help recruit and train teachers, principals and other personnel to provide quality education for children with disabilities. States receiving grants are: Colorado, Louisiana, Mississippi, Nebraska, New Jersey, North Carolina and Oregon.

The State Personnel Development Grants Program, authorized by the Individuals with Disabilities Education Act (IDEA), provides funds to assist states in reforming and improving their systems for personnel preparation and professional development. It focuses on the areas of early intervention, education, and transition services in order to enhance results for children with disabilities.

"It is critical that we support our nation's educators and elevate the teaching profession by supporting strong teacher and principal preparation and professional development," said U.S. Secretary of Education John B. King Jr. "These awards help educators learn practices that will improve outcomes for all children, including children with disabilities."

Under the program, states must partner with at least one higher education institution to implement the terms of the grant. States must also join with at least one local education agency and either a Parent Training and Information Center or a Community Parent Resource Center.

Grant awards will support several types of projects, including: recruitment and retention of highly qualified special education teachers; training in how to provide students with disabilities access to the general education curriculum; teacher coaching and mentoring; comprehensive online professional development; and training in increasing reading achievement for students with specific learning disabilities.

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

## U.S. Education Department Releases Guidance on Education of Children with Disabilities Attending Public Virtual Schools

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) issued guidance in the form of a Dear Colleague Letter to states to ensure students with disabilities attending public virtual schools are getting the special education and supports that they deserve and is their right. The guidance focuses on specific requirements in the Individual with Disabilities Education Act (IDEA) for public virtual schools. IDEA is the law that guarantees the right to a public education for America's nearly 6.7 million students with disabilities.

Over the last decade, there has been a proliferation of educational models involving varying degrees of in-person and online instruction and practice. Today's guidance addresses the supervision responsibilities of states and the applicability of IDEA's child find provisions to children attending public virtual schools. The letter also clarifies states' responsibility to provide a free appropriate public education (FAPE) to children with disabilities attending public virtual schools.

"Children with disabilities attending virtual schools have the same right to a free appropriate public education as children attending brick and mortar schools," said OSERS Acting Assistant Secretary Sue Swenson. "States and school districts must ensure that children with disabilities are getting the special education and supports that they need to be successful in school."

Virtual public schools, including virtual charter schools, must be held to high standards and be accountable to the students and families they serve. The Department is releasing this guidance today to emphasize the importance of ensuring oversight, transparency and accountability for these schools. The most important feature of any school is the quality of the learning experience for students. The Department's goal continues to be to ensure that all students—particularly those traditionally underserved—receive a high-quality public education.

Among the letter's key points:

- The educational rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised when children with disabilities attend virtual schools.
- States are responsible for ensuring that all school districts, including virtual schools that operate as school districts, implement the requirements of IDEA.
- To ensure FAPE to children with disabilities in virtual schools, each school district must implement the evaluation, eligibility, individualized education program (IEP) and least restrictive environment requirements under IDEA.
- Each state also must have policies and procedures that ensure that children with disabilities who attend virtual schools are included in all general state and district-wide assessment programs, including assessments with appropriate accommodations and alternate assessments, where necessary and as indicated in their respective IEPs.
- In addition, each state and school district, must have child find policies and procedures in effect to ensure that all children with disabilities residing in the state, including those who attend virtual schools, who are in need of special education and related services, regardless of the severity of their disability, are identified, located, and evaluated.
- School districts, including virtual schools that operate as school districts, should review the state's child find policies and procedures as well as their own implementing policies, procedures, and practices to ensure that children with disabilities who attend virtual schools are identified, located, and evaluated.

OSERS currently funds the Center on Online Learning and Students with Disabilities to research how online learning can be made more accessible. The center also identifies promising practices for K-12 children with disabilities by investigating approaches that address variations in student learning styles within the range of online learning options.

## U.S. Department of Education Releases Guidance to Schools on Ensuring Equity and Providing Behavioral Supports to Students with Disabilities

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) issued guidance in the form of a Dear Colleague Letter (DCL) that emphasizes the requirement that schools provide positive behavioral supports to students with disabilities who need them. It also clarifies that the repeated use of disciplinary actions may suggest that children with disabilities may not be receiving appropriate behavioral interventions and supports. When schools fail to consider and provide for needed behavioral supports through the Individualized Education Program (IEP), it is likely to result in children not receiving the free appropriate public education to which they are entitled under federal law.

"All students, including those with disabilities, should have the supports and equitable educational opportunities they need to be successful in school," said U.S. Secretary of Education John B. King Jr. "It's our duty as parents and educators to ensure that children who show up at school to learn get the maximum out of their educational experience. This guidance will help schools create a safe, supportive learning environment for those students who need additional behavioral supports and services to help them thrive."

Current law allows educators to remove students with disabilities from their classrooms if the student violates a code of conduct. Data indicates students with disabilities are disciplined at far higher rates than their non-disabled peers. The DCL includes two resource documents to assist teachers and school leaders. The Department is providing supports to assist teachers with classroom management strategies and assist schools in implementing school wide behavioral efforts to create safe and effective environments where all students are given an opportunity to positively engage in their education.

To better address school discipline and to shine a spotlight on inequities, the Department has updated its school discipline webpage, #Rethink Discipline. This online tool contains data, graphics, and other information on the prevalence, impact, and legal implications of suspensions and expulsions; resources on effective alternatives; and ways to effectively create positive school climates. The webpage also highlights the disproportionate rate at which black students, particularly black males, receive out-of-school suspensions, and data on suspended preschoolers, by race and gender.

# Buzz From the Hub

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

**http://www.parentcenterhub.org/repository/buzz-july2016/**

## Comment on Department's Proposed Regulations for ESSA?

The U.S. Department of Education has issued two Notices of Proposed Rulemaking (NPRM) to implement provisions in the Every Student Succeeds Act (ESSA). Care to comment on these draft regulations?

**NPRM on accountability, state plans, and data reporting**
**Fact sheet on the proposed changes**
Comments period ends: *August 1, 2016*
Where to email your comments | At the NPRM link above, you'll see a green box (to the right) that says "Submit a Formal Comment."

**NPRM on ESSA innovative assessment demonstration authority**
**Fact sheet on the proposal changes** *(see 2nd half of the fact sheet)*
Comment period ends: *September 9, 2016*
Where to email your comments | At the link above, you'll see a green box (to the right) that says "Submit a Formal Comment."

## New Resources in the Hub on Stakeholder Engagement in ESSA

Here are several recent additions to the Hub library, all of which pertain stakeholder engagement in the Every Student Succeeds Act (ESSA), the latest reauthorization of our nation's general education law.

**What ESSA Requires.**
Parent and family engagement and consultation have always been a key piece of this powerful law. This brief provides advocates with a full overview of ESSA's requirements (and opportunities) for parent, family, and community engagement.

***How* to engage stakeholders in ESSA.**
This resource from the Coalition for Community Schools outlines best practices for engaging stakeholders (including families and organizations representing families) in how ESSA is implemented at the state and local levels. Share with your local and state ESSA decision makers!

**Let's include the Early Learning Community.**
The purpose of this Dear Colleague letter from the U. S. Department of Education is to highlight the importance and utility of stakeholder engagement as States and local school districts transition to and, eventually, implement the ESSA, and to provide guidance, resources, and examples of stakeholder engagement for States and districts to consider.

## Spotlight on…Tools for Your Website

Is your website one of your Center's most valuable assets for reaching families and professionals? We're sure it is—and we also know how challenging it can be to keep a website up to date, accessible, and organized so that information is easy to find. Here are several resources you might find useful in tackling a job that's just plain never done.

**Checking for broken links.**
Broken links are the bane of every person who ever traveled the web. If you're responsible for the links on your Center's website, here's a handy tool for finding the ones that don't work anymore (curses!).

**Keeping your site accessible.**
There are lots of web accessibility checkers, but this one's easy to understand and use. Enter a website or webpage's URL into AChecker. The software produces a report of all accessibility problems (known, likely, and potential). You may not know enough to fix what's identified, but hopefully your website manager or consultant will.

**Put an Accessibility Statement on your site.**
Need examples that show the types of information you might include in your Center's accessibility statement? Here are 3 "models," chosen because they include different information: at the **PEAK Parent Center**, the **U.S. Department of Agriculture**, and **Grinnell College**.

**Why your nonprofit website needs a privacy policy (and what to include).**
The title pretty much says it all.

## Resources You Can Share with Families

Building parent power is hard, dedicated work. Here are several resources you can share with the families you serve.

**What's going on in there (our kids' brains)?**
Brain science sheds light on what's going on inside our kids' heads, preschool to 8th grade.

**42 simple ways to raise an empathetic kid.**
Children are born with the capacity for empathy, it must be nurtured, and that takes commitment and relentless, deliberate action every day and can't be left to chance.

**Summer and sensory processing issues.**
Does your son or daughter have sensory processing issues? Here are tips on how to help your child stay comfortable in what can be overstimulating outdoor activities.

## Resources Just for Parent Centers

The work that Parent Centers do covers so many topics, it's mind-boggling. How do you keep up with such a broad range of priorities? Here are several resources you can use on topics of continuing importance.

**Working with Military Installations: Tools and Tips for Parent Center Staff.**
Interested in providing services on military installations in your state? This toolkit from the Branch RPTAC is for you.

**New regulations for WIOA.**
On June 30, the U.S. Departments of Labor and Education made available to the public the final rules to implement the Workforce Innovation and Opportunity Act (WIOA). The new law and regulations include changes to the Rehabilitative Services Act that affect competitive integrated employment, employment outcome, and limitations on the use of subminimum wage (section 511), transition services (including pre-employment transition services and supported employment for youth with disabilities).

**State Determinations 2016.**
The Office of Special Education and Rehabilitative Services released State determinations on implementation of IDEA for Part B and Part C for fiscal year 2014. The determinations are part of the ongoing efforts to improve education for America's 7 million children with disabilities. Find out the determinations for each state and the required actions for states not meeting requirements.

# Effectively Engaging Students with Mild Disabilities in Next Generation Science and Engineering Practices

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## Abstract

Science literacy is essential for students to be successful in an increasingly global and innovative society. With a goal of producing a scientifically literate populace, educators and interested stakeholders are focusing on STEM content and career preparation. This focus comes with an emphasis on preparing all students, including students with disabilities, to be scientifically literate in a globally competitive society. As with the general population, for students with disabilities to become scientifically literate, classroom experiences should include authentic lessons with real world connections. This article provides a model demonstrating how adaptations can be made to an inquiry-based STEM lesson to accommodate students with mild disabilities. Simple adaptations can provide more accessibility for developing a deeper understanding of the physical science and Engineering Design core ideas, and science and engineering practices.

## Introduction

In today's technologically orientated society, preparing all students to be scientifically literate has never been more important (Friedman, 2006). With a goal of producing a scientifically literate populace, educators and interested stakeholders are focusing on science, technology, engineering and mathematics (STEM) content and career preparation (National Research Council, 2011). This focus comes with an emphasis on preparing all students, including underrepresented populations such as females, minorities, *and* students with disabilities. Addressing the need for the integration of science and engineering practices into the classroom, this article focuses on effectively engaging students with mild disabilities.

### Science Literacy

There is substantial agreement among educational and political communities for the necessity of a scientifically literate populace. Science education reform efforts identify science literacy as a principle goal of science education (American Association for the Advancement of Science, 1990; National Research Council, 1996; National Science Teachers Association, 2011). Coined in the late 1950s, the term science literacy was used by Paul Hurd (1958) as he identified the need for an educational plan to prepare youth to meet the challenges of emerging scientific and technological changes. Although there are different interpretations of the meaning, the National Research Council (1996, p. 22) defines scientific literacy as "the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity." In support of the National Research Council's definition of scientific literacy, Liu (2009) signifies that understanding how scientific

knowledge is generated is a critical component of science literacy and thus better prepares individuals to address scientific decisions on personal and global levels.

Moving away from the silos of traditional science lessons where content is taught separate from practices, educational reform encourages the integration of teaching core science concepts through the scientific and engineering practices (National Research Council, 2012). Teaching science content through the lens of the eight scientific and engineering practices, identified in *A Framework for K-12 Science Education* (National Research Council, 2012), is recommended as a strategy for preparing students to reach a level of academic literacy where they can pursue careers with twenty-first century expectations. Education reform documents suggest that a scientifically literate populace is essential for innovation, economic growth, and continued global leadership (Hill, Corbett, & St. Rose, 2010; National Research Council, 2007; President's Council of Advisors on Science and Technology, 2010; U.S. Department of Labor, 2007). The scientifically literate populace addressed in these reports reference "all" students, including students with disabilities.

## Inclusion for All

Edyburn (2006) considers mild disabilities to include learning disabilities, emotional/behavior disorders, and intellectual disabilities. However, what is identified as a mild disability may vary between school districts and may include mild forms of other disabilities, including autism, traumatic brain injury, or other health impairments. Students with mild disabilities often experience social and academic challenges, including difficulty with behavior management, motivation, memory, organization, and social skills (Campbell-Whatley, 2001). Students with mild disabilities may also experience peer rejection due to the lack of insufficient social-emotional skills (Elksnin & Elksnin, 2004).

Since the inception of the Individuals with Disabilities Education Act (IDEA), students with disabilities are entitled to a free and appropriate public education in the least restrictive environment (Yell, 1995). The principles within IDEA state students with disabilities are to be educated with their nondisabled peers to the greatest extent possible (Swain, Nordness, & Leader-Janssen, 2012; Yell, 1995). In most cases the appropriate setting for students with disabilities is the general education classroom with accommodations provided to meet students' needs. This placement allows access to the general education curriculum, evidence-based practices and highly qualified instruction in multiple content areas (Swain, et al., 2012).

Historically, students with disabilities have experienced curriculum that is less demanding resulting in many students being underprepared for rigorous science and mathematics courses at the high school level (National Council of Teachers of Mathematics, 2000). This lack of preparation can result in students with disabilities being excluded from postsecondary STEM focused careers (Newman, Wagner, Cameto, & Knokey, 2009). Currently, at the post-secondary level, students with disabilities account for only 9-10% of students enrolled in STEM majors, 5% of students in graduate programs, and 2% employed in STEM fields (Newman, et al., 2009). To maximize a diverse, innovative, creative, and competitive populace in STEM fields it is important to prepare all students (Hill, et al., 2010). Facilitating students to seed in a STEM-emphasized society requires that students experience integrated, authentic, inquiry-based science lessons throughout their K-12 education (Vasquez, Snyder, & Comer, 2013).

## Equipping Teachers for Student Success

Providing teachers with the tools and skills to adapt existing science lessons increases the opportunity for all students to find relevance in STEM lessons (National Research Council, 2012). These adaptations may increase accessibility for a more diverse learning populace. This article serves to demonstrate how teachers can make adaptations to an inquiry-based lesson to better meet the needs of students with mild disabilities.

The lesson presented in this article, *Drivers Start Your Glue Guns: Using Model Stock Cars to Explore Motion and Force Concepts* (Angle, 2011) clearly articulates how to present physical science and engineering design core ideas through the lens of the eight scientific and engineering practices presented in *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012)* and the Next Generation Science Standards (NGSS) (NGSS Lead States, 2013).

## Lesson Relevance is Important

To get students to "buy" in to a lesson, the lesson must have relevance for students. Keller (1983) defines relevance as a student's perception of whether the content or instruction satisfies personal needs, personal goals, and career goals. Van Aalsvoort (2004) identifies four aspects of relevance related to science in school: personal relevance, professional relevance, social relevance, and personal/social relevance. Holbrook and Rannikmae (2009) on the other hand suggest relevance can be divided into two major areas. The first is called, *relevance of the topic* where students may ask, why study this? The second is called, *relevance of the projected subject matter*, which leads to satisfying a need. In this case relevance drives motivation. With a middle school audience, the lesson *Drivers Start your Glue Guns: Using Model Stock Cars to Explore Motion and Force Concepts*, plays on students' burning interest, desire, and motivation in learning to drive while addressing one middle school physical science and four engineering design performance expectations identified in the *Next General Science Standards: For States, By States (NGSS Lead States, 2013)*:

- MS: Forces and Interactions
  - MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the objet and the mass of the object (p. 215).
- MS: Engineering Design
  - MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
  - MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
  - MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
  - MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved (p. 244).

A talented teacher can have an enormous impact on his or her students' educational experience. Engaging students in the practices of science helps students understand how scientific knowledge develops, how the work of engineers transitions into our everyday lives, and the connection between science and engineering practices. Engaging students in the eight science and engineering practices identified in the Framework and then implemented in the NGSS is essential for all students as they strive to become scientifically literate.

During the lesson, students engage in science and engineering practices as they are tasked with designing a model stock car that can be used as a prototype for a NASCAR Sprint race. Using only pasta and hot glue students design, test, and modify their "Pasta Pod" in an effort to develop a vehicle that can travel a long distance down a wooden ramp. Aligning with the *Framework*, students define a problem, develop a model first on paper and then from pasta, plan and carry out an investigation as they test and modify their Pasta Pod, analyze and interpret data collected from vehicle races, use mathematics to construct explanations from graphs and data tables, and engage in argument from evidence as they defend their model.

# 5E Instructional Model

*Drivers Start Your Glue Guns* uses the Constructivism, 5E Instructional Model to deliver the lesson in an effort to help all students build their own understanding of concepts from experiences and new ideas. Developed by the Biological Science Curriculum Study (BSCS) (Biological Sciences Curriculum Study, 2006), The five stages of the instructional sequence include: Engage, Explore, Explain, Extend (Elaborate), and Evaluate.

1. Engage: The purpose of the Engagement stage is to spark student interest in the phenomenon, assess their prior knowledge, and get them personally involved in the lesson by making connections between past and present learning experiences.
    - Students discuss the historical perspectives of NASCAR, watch a video, and learn about a fictitious story that sets the stage for the lesson.
2. Explore: The Exploration stage provides students with a common base of experience as they develop and use models, plan and carry out investigations, while building their own understanding of phenomenon.
    - Student pit-crew teams design and construct Pasta Pods.
3. Explain: The purpose of the Explanation stage is to provide students with an opportunity to construct scientific arguments using appropriate academic language to support their claims.
    - Students engage in constructive arguments to work toward the lesson goals.
4. Extend/Elaborate: The Extension stage allows students to use their compounded knowledge to participate in new experiences.
    - Students use data to determine if modifications need to be made.
5. Evaluate: The Evaluation stage can occur at all phases of the instructional model using both formative or summative assessments. This allows both teachers and students to identify how much leaning and understanding of key concepts and skills has taken place.
    - Laboratory reports serve as the summative assessment.

# Engagement

NASCAR has seen unprecedented growth in its fan and social media followings over the past several years. According to a 2012 ESPN poll (ESPN NASCAR, 2012), NASCAR is the second-most popular sport on television with children under 18 showing the fastest growing fan base. The sport's cultural influences are seen in films such as *Days of Thunder (1990)*, *Herbie: Fully Loaded (2005)*, and *Talladega Nights (2006)*. Pixar released *Cars (2006) and Cars 2 (2011)*, a computer-animated comedy-adventure sports films targeted specifically for a younger audience. In an effort to feed increased interest in the younger audience and make the racing experience more exciting for the viewer, NASCAR has ramped up their social media presence. Fans can now keep informed through NASCAR's Facebook page and iPhone apps. NASCAR was even the first sport to receive its own Twitter landing page. Drivers Tweet from inside their cars before the checker flag drops and even during red flag delays.

Science educators can leverage this engineering focused, science oriented, kid friendly sport to introduce students to the core ideas of force and motion and engineering design. And unlike the short football or basketball seasons, NASCAR offers weekly races from February to the middle of November. This provides teachers with ample opportunities to discuss specific races and the science and engineering practices behind those races throughout most of the school year.

# NASCAR Video

Using the 5E instructional model, *Drivers Start Your Glue* Guns provides teachers with the opportunity to identify students' initial preconceptions of force and friction by engaging students in dialogue of the historical beginnings of NASCAR. In the 1930s it was rumored that bootleggers in the Appalachian foothills drove vehicles with large carrying capacities and powerful engines that could possibly exceed speed limits if the need arose. Discussion progresses to that historical first race at Daytona Beach, Florida where heavy vehicles got bogged down in the sand while lighter vehicles overcame frictional forces to finish the race. During discussions students begin to engage in the academic language of science as they use speed, velocity and momentum to explain their thoughts.

An eight-minute video, *The Crashes that have Changed NASCAR* (http://www.youtube.com/watch?v=-eHrV_xO_lo) serves to complement class discussion by explaining how some of the amazing crashes caused the sport of stock car racing to undergo major changes to the cars, racetracks and even to the speed limits. Following the video, students once again engage in discussions of how scientific and engineering contributions made the sport of NASCAR safer for drivers and fans. For example, adding roof flaps reduces airborne crashes, restrictor plates limit vehicles' speeds, fire retardant uniforms protect drivers in fiery crashes, soft wall technology found around tracks absorbs the energy of a fast moving vehicle upon impact, and modified barriers protect fans from flying debris.

## Fictitious story

Playing on the fan-friendly personalities of NASCAR such as Danica Patrick, Jimmie Johnson, Tony Stewart, and Carl Edwards, a fictitious story anchors the lesson by providing an authentic experience that utilizes science and engineering design. The story begins with Carl Edwards stating that he wants to win a race and is asking for help from students. He challenges them to design a race car prototype that can be used in the next Sprint Cup series race. Students learn that the upcoming race is the longest of the season so a prototype must be designed to travel a long distance in a short period of time. But due to budgetary cut backs, vehicle design materials will be limited to pasta and hot glue with the practice track being limited to a beveled wooden ramp.

After being introduced to the problem, students are encouraged to select pit crew team members that have diverse, but complementary skills in an effort to create balanced teams. The initial task requires students to draw a design of their hypothesized model stock car. After designs are approved students *explore* design solutions by developing models out of various types of pasta. Data are generated from the distances vehicles travel down the ramp and across the floor. If desired distances are not reached, students often engage in constructive arguments using evidence from their trials to justify design modifications. Students analyze data to draw conclusions and make scientific claims about relationships between distances traveled and model designs. Constructing a laboratory report provides a form of *evaluation* as students are asked to *explain* and compare results using academic language introduced throughout the lesson, justify why their vehicle should be used in the next Sprint Cup race, and to *elaborate* on how they would redesign their Pasta Pod if given the opportunity to design a second vehicle.

## Anchored Instruction

This lesson utilizes anchored instruction. Anchored instruction is based in the theory of situated cognition, which suggests that learning is tied to an authentic activity, content, and culture. When learning is situated in realistic problems students encounter the same professional dilemmas experts in the field experience. Instruction usually involves exposing students to complex, multi-dimensional problems promoting exploration of the problem from multiple perspectives (Bottge, Rueda, Kwon, Grant, & LaRoque, 2009; Daniel-Gittens, Thompson, & Carter, 2013; T. L. Kurz & Bartarelo, 2005; Malone & Langone, 2005). *Drivers Start Your Glue Guns* anchors students in the competitive world of NASCAR with an authentic problem facing an actual racecar driver.

## Cooperative Learning

Cooperative learning, an instructional technique that involves having students work together in small, heterogeneous groups to achieve a common goal (Goodwin, 1999), is an integral strategy in *Drivers Start Your Glue Guns* involving all five of its essential components: positive interdependence, individual accountability, face to face positive interactions, social skills, and group processing (Haydon, Maheady, & Hunter, 2010; Johnson & Johnson, 1999; Johnson, Johnson, & Holubec, 1991; Putnam, 1998; Slavin, 1995). Positive interdependence is achieved as pit-crew members individually and collectively contribute to the success of the team through various roles. Since the lesson is completed in class this facilitates face-to-face interactions, fostering the enhancement of students' social skills. Between Pasta Pod trial runs students assess team goals and make modifications to the Pasta Pod vehicle if goals are not met. Students reflect on their role toward project success and make modifications to enhance future contributions. Cooperative group dynamics lends itself to internal reflection of student's participatory role as a member of the pit-crew.

## Universal Design for Learning

Universal Design for Learning (UDL), a process of designing instructional materials and activities that increases the accessibility of the curriculum for a variety of learning abilities and, addresses the needs prevalent in diverse classrooms. UDL is implemented during curriculum development by providing all students with opportunities to learn using three principles: multiple means of representation, expression, and engagement (Rose & Gravel, 2010). Within this context, teachers are encouraged to consider the "what" of learning or how students process information, the "how" of learning or how students organize and express concepts, and the "why" of learning or students' engagement in and understanding of the relevance of the lesson. UDL attempts to design curriculum that is functional for the greatest number of students by encouraging flexibility in goals, methods, materials, assessments, and anything a student would encounter during their learning experience. A goal of UDL instruction, benefiting all students, is the active and cognitive engagement that addresses the diverse ways that students learn (Basham & Marino, 2013; Hunt & Andreasen, 2011; McGuire, Scott, & Shaw, 2006). As teachers consider the "what," "how," and "why" of learning, lessons can be designed with the greatest range of students in mind thereby increasing access to a boarder range of students (Alston & Hampton, 2000). *Drivers Start Your Glue Guns* takes all three of the UDL principles into consideration.

## Science Learning for All

Research suggests that complex vocabulary, comprehension skills and scientific writing are areas of relative weakness for many students but particularly for students with learning disabilities (Lerner & Johns, 2012; Scruggs, Brigham, & Mastropieri, 2013). Thus, identifying students who may benefit from previewing science and mathematics content prior to implementing the lesson helps give an equitable opportunity to students who struggle academically. This preview provides opportunities for teachers to scaffold learning by addressing gaps in knowledge, misconceptions, and individual student needs. In *Drivers Start Your Glue Guns* a preview of the lesson may include reviewing concepts and academic language, such as momentum, acceleration, force, mass, and speed. In addition, stock car verbiage such as decal, drafting, flag, heat, pit stop, purse, etc. are also reviewed.

The activity begins by providing background information to students. The history is shared via class discussion and facilitated by videos. The visual and auditory stimulus from the introduction is a great way to engage learners through different modalities or multiple means of representation and engagement. Providing images of early car models, bootleggers, other period-characters, provides students with historical context, bringing greater relevance to the lesson.

Science knowledge and skills are best learned using relevant, engaging, experimental learning (Bybee, 2010) and due to the integrated nature of the lesson, each student has the opportunity to have his/her academic strengths highlighted. Prior to beginning construction on the Pasta Pods student teams are tasked with sketching a scaled drawing of their hypothesized model. This lesson lends itself to team collaboration, which is strengthened by grouping students heterogeneously with assigned roles for each student on the team. Assigning roles ensures that all students have the opportunity to participate so each individual student's strengths are emphasized. For example, one student may have an artist inclination, and thus may take the lead on the Past Pod sketch while another student may excel in calculating measurements during the phase of the lesson where distances traveled are averaged. Playing to individual strengths will facilitate success for all while providing an opportunity for students to learn from one another.

Safety guidelines are reviewed, as students may need to be instructed or reminded to maintain safe laboratory behavior. Appropriate procedures are discussed and modeled for retrieving, using, returning materials, and safely using hot glue guns. An explanation of how to use "race" ramps will eliminate students' tendencies to push vehicles down the ramp instead of allowing gravity to take its course. And finally, although it may seem like a given, students are reminded not to eat the pasta.

During construction, be mindful of students who may have sensory-related disabilities. Pasta and hot glue are used as building materials in this lesson. With the possibility of students having an aversion to these textures, caution should be exercised. Since team members take on different roles, students who exhibit an aversion to pasta or hot glue could serve as the "pit crew" data recorder, thereby reducing their potential contact with offending materials. Diverse team roles afford all students the opportunity to participate regardless of their physical or cognitive abilities.

## Assessment Strategies

The formal assessment in this lesson is a written lab report. While written reports can be accomplished through the use of assistive technologies such as speech-to-text and spellcheck applications, some students struggle with written expression even with additional support (Seo & Bryant, 2009; Smith, Spooner, & Wood, 2013). Therefore, teachers may want to consider alternate formats to allow students to demonstrate their understanding in diverse ways such as implementing one or more of the UDL principles (Basham & Marino, 2013; Hunt & Andreasen, 2011). Alternative multiple means of expression to traditional paper/pencil assessments could include a PowerPoint presentation, poster, brochure, Prezi, or a video report.

A scoring rubric provides students with a description of the criteria on which they will be assessed. These criteria are based on science and engineering practices and content standards and can be adjusted to meet IEP goals. Teams can also use the rubrics to self-assess their project goals (De La Paz, 2009; Lee & Lee, 2009) The scoring rubric used to measure distances Pasta Pods travel make it easy for teachers to assess student performance.

## Learning Style

While debate currently exists on the impact of using learning styles (Association for Psychological Science, 2009; Dommett, Devonshire, Plateau, Westwell, & Greenfield, 2011) teachers should be cognizant of how their students learn best. Setting disabilities aside, while some students are better at processing visual stimuli, other students may have strengths at processing auditory stimuli. Kinesthetic or tactile learners learn best by being actively and physically engaged in the learning process. *Drivers Start Your Glue Guns* is an inquiry-based science lesson that easily lends itself to reaching learners of all styles.

## Classroom Management

Common classroom management strategies should not be forgotten. These may include adequate wait time to allow students to process both the question and response, which is particularly important for students with processing disorders. While research suggests teachers should allow up to five seconds of wait time after posing a question, most teachers allow less (Davenport, 2003; Stahl, 1994). Wait time could be implemented not only during whole group discussion, but can also be practiced during team discussions or during one-on-one conversations as the teacher moves around the classroom facilitating students physical science and engineering core ideas.

*Drivers Start Your Glue Guns* is an engaging, hands-on lesson. When students are actively engaged behavior problems among students, including students with behavior disorders or attention related disabilities, decrease (Pyle & Wexler, 2012; Rock, 2005). In a traditional lecture-type environment students are passive receivers of knowledge. In contrast, in an inquiry lesson, students are actively engaged and afforded multiple paths to stay focused and motivated. Inquiry is a multi-faceted approach that engages students in the science and engineering practices (National Research Council, 1996). While inquiry addresses diverse learning styles, there is a responsibility to blend instructional strategies to meet the needs of diverse learners (Cole & Wasburn-Moses, 2010). Inquiry lessons provide an active learning environment thereby decreasing opportunities for off-task behaviors (A. Kurz, Talapatra, & Roach, 2012).

Students with learning disabilities often struggle with memory storage and retrieval of academic language. *Drivers Start Your Glue Guns* introduces terminology and concepts at the beginning of the lesson. The terms are reinforced throughout the lesson as students engage in dialogue with peers and in evidence-based conclusions in the final lab report. Encouraging appropriate vocabulary use, reviewing often, and checking for understanding can help students with learning disabilities remember important science and engineering concepts (Bybee, 2010).

# Conclusion

To the greatest extent possible, science lessons should reflect and build upon students' life experiences and interests in an atmosphere that is inviting for all students (Mastropieri et al., 1998). *Drivers Start Your Glue Guns* uses familiar and easily accessible materials of pasta and glue to address the eight science and engineering practices, and the physical science and engineering design core ideas identified in the *Framework*. Using lessons that are relevant to the age of students helps develop the initial curiosity while collaborative hands-on, minds-on operations of the investigation maintain students' interests. Involving students with disabilities in lessons such as *Drivers Start Your Glue Guns* can help decrease potential barriers to academic success. With exposure to STEM practices and content, encouragement, and high expectations students with disabilities can feel that a STEM career may be within their reach.

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# School Based Mental Health: A Review of the Literature

By

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## Abstract

Schools have become the focal point for accessing and providing multiple services for children. Historically, schools have been primarily responsible for the academic education of students, but most recently, schools have begun to offer mental health services. There are "increasing demands" for schools to address and support the mental health needs of students (Capp, 2015). Estimates support that up to 80 percent of students who receive mental health services access these services at school (Capp, 2015). This literature review will examine the current trend in School Based Mental Health (SBMH) and its relationship with schools to meet the therapeutic needs of students. There are various types of service delivery systems for providing SBMH services. These programs include individual outpatient therapy, small group therapy and day-treatment services. In this review SBMH refers to any mental health service that is delivered during the school day.

## School – Based Mental Health

The rationale for School-Based Mental Health (SBMH) is supported by research that indicates that social-emotional wellbeing is closely related to academic success (Franklin, Kim, Ryan, Kelly, & Montgomery, 2012). In addition, students who suffer with mental health challenges are less likely to pass school and are at risk for dropping out (Hurwitz & Weston, 2010). The challenge that has faced mental health providers is in serving these children.

There are obstacles to treatment and one of the biggest barriers is transportation (Capp, 2015). Parents are immersed in their own responsibilities and report having difficulty keeping outpatient counseling appointments for their children. By providing SBMH services the transportation barrier can be eliminated because the counseling appointment is scheduled at school and the SBMH provider is based in the school (Capp, 2015). The result is that students are consistently in therapy throughout the school year and are better able to work toward treatment goals.

Stigma is another barrier that presents itself when students are in need of SBMH services. Bowers, Manion, Papadopoulos, & Gauvreau (2012) found that stigma is a significant barrier that needs to be overcome and that young people have identified this as a reason for avoiding SBMH. Students who are in need of services are quite often embarrassed and are fearful of what others may think. School personnel and service providers also reported that they too see stigma as a barrier to students receiving SBMH (Bowers, et al., 2012). Although all involved view stigma as a barrier, student perceptions are more significant than school personnel and mental health professionals. Results from the Bowers et al. (2012) study suggest that there is some value in including students and teachers in the development of SBMH services and programs to create ownership and solutions for the problems facing young people. This partnership approach will help close the gap between the different perspectives.

Mental Health literacy has also been identified as a barrier to service. Not knowing where to get help or knowing that a problem exists had significance in the Bowers, et.al (2012) study. Through strong education outreach to students they will begin to advocate for their own mental health and know where to seek help. Professional development regarding Mental Health literacy for educators is suggested to increase knowledge and awareness of issues (Bowers et.al 2012).

Despite the barriers there are perceptions that SBMH is beneficial and there are positive results for students who participate in SBMH (Garmy, Berg, & Clausson, 2015).

These studies looked at specific programs and measured the effectiveness of these programs and the resulting benefit for participants. Powers, Swick, Wegmann, & Watkins (2016) conclude that there is a critical need for SBMH services to promote the socio-emotional wellbeing of children. If unaddressed the impact of impaired behavior and social navigation will affect their academic success as well as their peers and teachers. The goal of SBMH services is to promote pro-social behavior to create a safe environment for students and teachers.

## Special Education and SBMH

In their review of literature McMillan and Jarvis (2013) recommend that educators and stakeholders should be aware of the increased risk of mental health issues within the diverse population of students with disabilities. Many schools have adopted the tiered approach to intervention similar to the School Wide Positive Behavior Support model (SWPBS). When addressing school-wide mental health McMillan and Jarvis (2013) have incorporated the tiered approach as well. 80 percent of the population would benefit from universal mental health supports while the other 20 percent is in need of targeted intervention and therapy. 5-8 percent of the 20 percent require intensive intervention and support. After reviewing the research they have concluded that there is a high correlation of mental health difficulties in students with disabilities. This population of students should be auto automatically placed in the "pool" of candidates for SBMH and should be evaluated and decisions for services should be made on an individual basis (McMillan & Jarvis, 2013).

Students who are receiving Special Education services within the Emotional Disturbance (ED) category have the poorest outcome when compared to other disabilities (Duchnowski & Kutash, 2011). They have poor academic achievement, the highest dropout rate, and more involvement with the juvenile justice system yet they receive very little psycho-social support. It has been suggested that ED students become a top priority when planning for SBMH interventions (Duchnowski & Kutash, 2011). The Duchnowski & Kutash (2011) study found that schools who were highly engaged in school reform practices also were more likely to involve outside agencies to provide mental health services for ED students. SBMH programs were evident and successful in schools who are practicing school reform policies. They recommend that mental health service providers become the "educational enhancer" for ED students and become valuable support for teachers, administrators in helping manage learning, family engagement and discipline for ED students (Duchnowski & Kutash, 2011).

## Collaboration

The importance of collaboration between schools and mental health providers is at the forefront of recent studies. In his study, Capp (2015) found that through cooperative planning and commitment between schools and mental health, clinicians were better able and more consistent in serving clients. However, funding proved to be a barrier in providing these services as the mental health agency was unable to meet billing requirements when serving under contract with the school. Luckily, private funding of the program arose and the clinical staff and school designed an integrative program to support students regardless of paying status. By alleviating this constraint the mental health provider was able to serve the schools in full capacity. The clinicians were able to serve the students regularly and, as an added benefit, they were able to work with school staff to provide guidance in working with students who are having difficulties. A direct result of the financial constraints being lifted was the design of a needs-based program to benefit students, families and school (Capp, 2015).

## Conclusion

Supporting children with mental health problems is a concern for all people. Our schools are increasingly becoming more than just an educational hub. With the increase mental health needs of students, our schools are forced to also become an environment where psych-social therapy and pro-social development can occur. To meet this need there is a momentum of support for collaborative efforts between schools and mental health agencies to provide appropriate services.

Clinicians are calling for "strong partnerships" that will provide research-based interventions in real world situations (Waters, et.al. 2015). The school environment provides that parameter.

The barriers to providing services can be overcome through careful planning and using existing systems to enhance service delivery. Integrating SBMH service into the Positive Behavior Intervention and Support Tiered System would help give structure and guidance as to how and who would be served. Those students such as those who have ED would be a priority within that framework. Staff development and Mental Health training for school staff is recommended so that they are better equipped to work with students who are having mental health difficulties. Therefore, the stigma of receiving services is sensitized and those students can be understood and be supported through their therapy. Lastly, Capp (20150 reports there is evidence that partnerships will enhance the school environment by providing support for students and teachers resulting in academic and social success.

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# Book Review: *Who Moved My Cheese?*

**By Nicole Paez**

**Florida International University**

"Being in the uncomfortable zone is much better than staying in the cheese-less situation," writes author Spencer Johnson is his book *Who Moved my Cheese?* This parable uses mice and men to create the scenario of being trapped in a maze and struggling to find cheese. The metaphorical cheese is the basic things we desire in order to feel fulfilled - success, money, career, love, etc. We consider the cheese in our lives to be a thing we need in order to survive, or to feel satisfied. Overall the book revolves around the lesson that how we handle change will determine our success. The four characters in the book exemplify the way we react to change. Two mice, Surry and Sniff, are basic animals and make decisions based on instincts and the drive to survive. Sniff will anticipate change by "smelling" it out. Scurry will "scurry" into situations and must quickly learn to adapt. The two other characters are Hem and Haw and portray more typical human characteristics. Hem is reluctant to change, and fearful of venturing off an established, typical path. Haw is the human who knows he must adapt in the situation and face the changes that come in order to find his Cheese.

Change is an inevitable part of our daily lives, and in order to be an extraordinary leader, one must embrace the idea that change will occur. How we view change is part of the issue, we are creatures of habit and can be reluctant to embrace other points of view. When we see change as a positive challenge on the path to our ultimate goal we are molded and learn from the experiences. A leader must first and foremost realize that change is to be expected. However, the successful leader understands we must take risks, and solve issues that arise with change in unexpected ways in order to achieve the goal. "Movement in a new direction helps you find new cheese" states Haw one of the characters in the story. He describes the feelings of pleasure that arise from embarking on a new metaphorical path in the maze and the surprisingly good feelings that arose. A good leader must be willing to try new methods to solving problems, all while moving forward towards the established goal.

The author Spencer Johnson also presents the idea that the goal must frequently be examined and assed in order to make sure it is still relevant and worthwhile. "Smell the cheese often so you know when it is getting old". Change and goals must be monitored to have the most productive workp lace. If the Cheese is found to be old or irrelevant, it must be changed! "The quicker you let go of old cheese, the sooner you can enjoy new cheese". Not only must a leader and workers adapt to change, but also the more rapidly this happens the closer to success the individuals find themselves. When Haw is describing the happiness he feels while moving onto a new path, we come across another important theme and lesson for leaders. Enjoying the changes and risk –tasking is part of the adventure; it is a time to savor feelings and remain focused on the goal at hand. The book concludes with Haw hoping his reluctant friend Hem has managed to find the bravery and awareness needed to embrace change and discover a new path in the search for Cheese.

A strong key point for me was the simplicity in which the lessons were presented. The book is only 94 pages, but manages to truly present the key behaviors of a good leader, and what will become of the leaders who refuse to change their mentalities and behaviors. "If y ou do not change, you can become extinct". Fear can immobilize us from action, but without this action, the goal, the project, and the individual cease to be. The simple style the book is written in mean it can also be applicable for people in numerous situations. The lessons in the book can be relevant towards relationships, career changes, staff and administrators at a school, or the organization of a business.

A weak point for the book is that due to its brevity it lacks specific examples of how one ca n learn to adapt more willingly to change. For many personalities embracing change is innately hard to do. Although the book encourages embracing change and the repercussions of fear, it can lack to specific information an individual may need in order to change established patterns of behavior. Merely being ware of the situation may not be enough for certain individuals. The book is beneficial to raise awareness to the situation but for those not preconditioned to adaptations may struggle with the basic sug gestions.

The themes of the story Who Moved My Cheese?, are similar to the themes Michael Fullan establishes in his book Leading in a Culture of Change.

A common thread among them revolves around standout leaders not only realizing change is inevitable, but that it can be used to strengthen the morale and opportunities for staff members. The change brings us to find the unified, moral-based goal, and work towards it. One concept that Fullan addresses much more in his book is the idea that leaders must know when to step back and allow others on the team to search within for ideas and methods to solving the dilemmas. Johnson focuses much more on the individuals within a team, not necessarily a leader or teamwork. Both Johnson and Fullan do agree that it is better to be aware of the reality of the situation and explore new options then to remain in our comfort zones and rely on old methods and mentalities.

I had previously read Who Moved My Cheese? in a speech and communications course during my undergrad. I interpreted the lessons and themes at the time as more relevant for personal situations, how I should better handle my relationships and decisions revolving around school and choosing a major. As a graduate student and teacher, Johnson and Fullan touched on entirely different parts in my life. As an educator, I crave leadership (administrators) who aren't bogged down by endless district, state, and federal mandates, and allow us to focus on educating our students. What sets a leader apart from the average worker is the ability to confront reality, anticipate and adapt to change, and establish a unified work environment with a morale-driven goal and valued and respected workers.

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# Book Review: The Five Levels of Leadership

**By Lauren Vivar**

**Florida International University**

In this book, John C. Maxwell outlines the five different stages a leader must progress through in order to become an effective leader. Maxwell is a business owner and motivational speaker who frequently addresses the topic of leadership. In this book, he aims to equip leaders with the tools they need to be productive and effective in their roles. Maxwell insists "To become more than just "the boss" people follow only because they are required to, you have to master the ability to invest in people and inspire them" (2011, front cover). Throughout the book, he provides practical steps and qualifications to make this happen. He defines leadership as influence, claiming "if people can increase their influence with others, they can lead more effectively" (Maxwell, 2011, p.2). The framework of this book and the levels outlined have been used to train leaders of companies both big and small all over the world.

Before introducing and explaining the five levels of leadership, Maxwell provides different insights to leadership that he has learned throughout his time in leadership. He asserts that one does not progress to the next level and leave the previous one behind, but instead each level adds on to the one before it, almost like building blocks. This is why it is essential to fully achieve the first level before moving on to the next. He also insists that the higher one goes through the leadership levels, the harder it gets to obtain the next level. Inversely, however, it gets easier to lead as each step is obtain since with it comes respect and authority. Maxwell writes from experience and provides detail for every claim. The book provides a questionnnaire that an individual can take in order to determine where they fall currently in the five levels as well as checklists for characteristics that should be evedient of a leader in each of the levels. It is clear that he has put time and effort into developing his levels of leadership and the qualifications behind them.

## Level 1- Position

According to the author, reaching the first level of leadership simply requires obtaining a leadership position. It is nothing more than a job title. In this level, Maxwell claims that people follow because they have to (2011, p.7). In this first step, the author insists "to be an effective leaderm you must believe that the leadership position you receive is merely an invitation to grow" (Maxwell, 2011, p.44). This first level challenges leaders to know who they are and what they value so that they are able to carry these principals with them into their leadership positions. Maxwell outlines both the upsides and downsides to the position and things that leaders in this level should be on the lookout for.

In the first level of leadership, leaders should be weary of "just enough employees" who "rely on their rights as employees and use the limits of their job descriptions as leverage to do only what's required of them" (Maxwell, 2011, p.61). The author encourages leaders at this level to move towards their employees and leave their important job title behind. With real life examples and experiences, he paints a picture of what this type of leader may look like and how to begin moving towards the next level in the process. The author urges that leadership is not a right, but a privilege and with this attitude, a leader will begin moving towards level 2.

## Level 2- Permission

John Maxwell believes that this is a leader's first true step into leadership. In the initial step, people follow the leader because of their position and title, because they have no other choice. In this step, however, people are beginning to follow the leader because they want to. In order for this to happen, the leader must build a relationship. According to the author "When people feel liked, cared for, included, valued, and trusted, they begin to work together with their leader and each other. And that can change the entire working environment" (Maxwell, 2011, p.85). The relationships that begin to form encourage many of the upsides of this leve including increased energy levels, open lines of communication, trust and people feeling valued.

Maxwell warns that in this level of leadership, a leader must be open and more vulnerable with people in order to build that trusting relationship. This can be harder for people who do not tend to be as open and willing to share with others. In the second level leaders "always take people into account—where they are, what they believe, what they're feeling" (Maxwell, 2011, p.107). This people-oriented leadership lets people know that they are valued by their leader and their opinion matters. Maxwell discusses finding a balance between these caring relationship and the candor that a leader must posses. In order to move to the next level, leaders must embrace the relationship they have build and use them to accomplish their goals.

## Level 3- Production

In the third level of leadership, leaders are expected to lead by example. An individual must set goals for themselves and be porductive in the workplace. When others see this, they will begin to follow suit and increase their own productivity as well. Maxwell claims at this level of leading that "people follow because of what you have done for the organization" (Maxwell, 2011, p.131). The author tells stories of leaders and how they have progressed to this level. Real-life applications makes it easy to see how one in this position should present themselves and lead thos around them. Maxwell asserts that most people's "productivity and effectiveness are based almost entirely on what others do to make things happen in the organization" (2011, p.143). Because of this, good leaders must be setting the tone and keepign the momentum moving forward at all times.

In this level, a leader must be sure they are not forgetting the foundations they have gained at the previous levels. The author urges that if a leader becomes too focused on the results of the work and stops building the relationships, they could quickly end up right back at level one where their leadership is nothing but a job title. Teamwork is a crucial component of this level as a leader will not be able to produce completely on their own. Fostering that positive work environment and encouraging team building will increase porductivity as a whole. Maxwell provides the laws of teamwork that a level three leader should abide by and encourage their team to abide by as well. This levels says that a leader must "make it your goal to lift up others and help them do their best" (Maxwell, 2011, p.158). In order to continue moving to the next level a leader must continually cast a vision for their team and work with them to meet the goals that have been set.

## Level 4- People Development

Maxwell notes that effective leaders "understand that if they want to keep getting better as leaders, they have to be willing to keep growing and changing" (2011, p.181). The focus on this level of leadership shifts from growing within oneself to fostering growth in other potential leaders. The author encourages leaders to bring out the best in individuals which will in turn bring out the best in the team. This is the level of leadership where true leaders can be seen as set apart as it takes a great leader to make leaders out of others. Leaders on this level are delegating leadership responsibilites to others on their team and coaching them through the process. The author encourages leaders to "never forget that leadership is the art of helping people change from who they're thought to be to who they ought to be" (Maxwell, 2011, p.187).

This level of leadership requires a great level of skill and maturity. The author warns against different road blocks that could hinder a leader at this level such as self-centeredness and insecurity. The leader must shift the majority of their focus from themselves and their own productivity to the productivity and potential of those they are leading and attempting to train up. Leaders must be committed to their cause and work hard in order to obtain this level of leadership. The author provides steps that will help an individual reach this next step. The steps include finding the right potential leaders and leading by example. As a leader begins to share responsibility and give others encouragement towards independence, they will train up leaders and also grow themselves as a leader as well.

## Level 5- Pinnacle

This is the final and most developed level of leadership. As the author reminds, this level includes all of the previous levels a leader has experienced before reaching the final stage. At this point, the author insists that "people follow you because of who you are and what you represent" (Maxwell, 2011, p.229). It is not longer because of a position or what the person stands for, but more their leadership abilities as a whole. These are the type of people that others want to follow.

Maxwell claims that not many reach this level as it requires a combination of skill and natural leadership abilities. In this stage, when a leader is not present, their leadership should be so influential that the daily routines can still run wuthout them even there to supervise the processes.

Even at this level, the author encourages leaders to never stop learning. There is always more that can be learned and nmore goals to be reached. Maxwell says "To be effective, leaders must always be learners" (2011, p.239). At this level, leaders should mentor other leaders who have level 5 potential as well as make room for others to lead alongside them. A leader is responsible for creating moments where other members of their team have the opportunity to step up and have their own leadership moments. These teachable moments allow a level 5 leader to train others up and step in and help when necessary. The most important thing that a pinnacle leader can do is leave a legacy of their leadership that will last long after they are gone.

## Weak and Strong Points

This book was very strongly written by the author. Since he is writing from his own personal leadership experience, the steps are realistic and practical. Anyone could pick up this book and know exactly what is expected of them to become a level 5 pinnacle leader. As the author remin ded throughout the book, this takes time and discipline. Maxwell wrote in a way that was relateable to readers but also encouraged them to take the next steps in their own personal leadership journeys.

The organization of the book was very easy to follow. Each level of leadership had a similar breakdown, so one knew what to expect when approaching a new level. Within each level there was a breakdown of the upsides and downsides to being a leader at each level. There were also best behaviors and beliefs that would help a leader move from the current level to the next. This consistent breakdown of chapters made the book easy to follow. The author also provided additional resources such as the beginning leadership quizzes that could really help a new leader figure out where they are and the steps they need to take to get to the next level of leadership in the succession.

The people-first direction that the author takes in this books really lays it out so that just about anyone can be a leader. He does not say that one must have these specific qualities and without them there is no hope. Conversely, he aligns leadership with someone who is constantly growing and changing and making themselves a better leader. This means that as long as a person is committed and dr iven, they too can have what it takes to be an effective level 5 pinnacle leader.

The author ends the book with a real life example of a level 5 leader. This allows readers to see all of the hypothetical explanations and examples used throughout the book in a real life scenario. The author explains this leader at each level throughout his leadership and how he was able to progress from one to the next. A leader could read these real life accounts and make connections to their own life experiences. This final addition to the book really makes the levels seem more applicable and achievable

One area of weakness for this book was the length of the list of things required for each level. If someone were to try to pick up this book and read it from cover to cover and apply the steps immediately, that may seem to be a daunting task. This book would be one that is read well over time, with a leader looking back to each level and reading ahead as they begin to approach the next one. There is so much good information, but it could be easy to miss if one tries to take in everything at once. This book would be a great one to keep on the shelf and come back to refer to time and time again.

Overall, this book is a wonderful place to go for a leader who desires to better the mselves and their leadership skills. The practical steps and applications can be followed by any one who has the drive to get to the next level of leadership. The author lays out the steps in a way that is easy to understand and easy to apply to one's own life. Whether in an office setting, a school, or even a medical building, leaders in all occupations would benefit from the principles outline in this book by John Maxwell.

## Educational Theories

Although this book was not specifically written to address educational leadership, all of the steps and ideas that were discussed could absolutely be applied to a school setting. Administrators could progress through these steps and use the different theories to help them in their educational leadership growth. The outlines provided for an effective leader lay out the exact same qualifications, no matter where the leader is conducting their leadership.

In *Leading in a Culture of Change*, Fullan (2001) writes about many principles that fall in line with this book's leadership theories. This book even points out that there is much to be learned from the way businesses and companies are run by school leaders. The author points out that "leaders in businesses and education face similar challenges—how to cultivate and sustain learning under conditions of complex, rapid change (Fullan, 2001, p. vii). Both books also discuss the importance of relationships. Administration must be forming these positive relationships with teachers and staff in order to effectively lead a school. Fullan (2001) also spends time talking about coherence making and its importance. This concept can be found throughout Maxwell's (2011) book as he insists that good leaders encourage staff members and work alongside them, not just giving them directions.

*Be-Know-Do: Leadership the Army Way* (Hesselbein & Shinseki, 2004) also discusses leadership principles that are similar to the ones found in this text. Based on Army Leadership techniques, the authors suggest that leaders must lead from the front, or by example. Maxwell (2011) suggested this same approach, as others are more likely to follow when they can get behind the things they see their leader doing. Teamwork is also emphasized in the Army Leadership techniques. Whether in a school setting or out on a battlefield, people must work together in order to reach their common goal. Even at the lowest levels, Maxwell (2011) notes that leaders must work together and encourage others to do the same.

An article by Tony Bush (2007) outlines many different educational leadership theories that have been used in schools in the past. The author points out "Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers" (Bush, 2007, p.391). This need can be addressed through many different avenues. Maxwell's (2011) leadership levels can be seen throughout multiple of the different educational leadership strategies outlined. The managerial leadership model focuses on setting goals and defining priorities. Both of these strategies can be seen throughout the five levels of leadership. Similarly, participative leadership includes more than just the leader but the whole group. Maxwell (2011) encourages leaders to work together and use others in the decision making process.

While there is no right or wrong leadership model when it comes to leading in a school setting, there are some that may be more effective than others. Although Maxwell (2011) did not write specifically to the audience of schools, his levels of leadership would be very applicable in the educational setting. These levels line up with various educational leadership theories and can be used to help administrators lead their schools effectively.

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# About the Author

Lauren Vivar is an Exceptional Student Education teacher in Palm Beach County, Florida. She has a Bachelor's and Master's Degree in Education from the University of Florida (Go Gators!) as well as a Master's Degree in special education from Florida International University. She has a passion for education and believes all students should have the opportunity to reach their highest potential.

# Latest Employment Opportunities Posted on NASET

## Curriculum Coordinator

**Ridgely, MD**

Job Category: Curriculum

## Description:

The Curriculum Coordinator is responsible for coordinating the curriculum resources (print, technology, and created) for the school in order to meet the needs of our students in accordance with the COMAR regulations set forth by the Maryland State Department of Education. The CC serves as the school Test Coordinator for all state mandated testing (Alt-MSE, NCSC, etc). The CC will work collaboratively to ensure a strong use of state of the art technology in instruction. Coordinate/manage core curriculum needs for The Benedictine School in conjunction with the Education Director, Team Leaders, and others as necessary. Work with each classroom teacher/team to ensure appropriate curriculum and materials (including technology) is available for student needs in conjunction with team leaders. Identify and assess potential core curriculum, materials, and technology to supplement and enhance current tools/methods. Oversee and manage instructional technology (hardware and software) related to education technology for the school. Assist staff in adapting age appropriate General Education curricula to the learning needs of students. Identify curriculum training needs of the school in conjunction with team leaders. Coordinate required state testing such as Alt-MSA, NCSC, etc. Assist classroom staff in curriculum needs as they apply to implementing state testing. Develop and monitor school-wide policies on educational and other technologies. Work with school staff to design and develop instruction using technology. Support school and residential staff in the implementation, training and use of new education technologies. Work collaboratively with Communication and IT Departments in supporting the instructional and clinical needs of students.

## Requirements:

Bachelor's degree in education or related field with a minimum of 5 years' experience as an educator; Master's degree preferred. Minimum 5 years teaching experience in special education, excellent c omputer and technology skills, must have knowledge of state testing requirements, must have experience in designing and implementing functional and academic curriculum, including with the use of technology. Must have experience creating IEP's

## Benefits:

The following benefit programs are available to eligible employees:

- Health, Dental, and Vision Insurance
- Short-Term Disability
- Long-Term Disability
- Life Insurance
- 403(b) Retirement Plan
- Dependent Care Benefits
- Educational Assistance
- Credit Union
- Employee Assistance Program
- Paid time off

## Contact:

Erin - HR Generalist
410-364-9616

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# PRINCIPAL – STEM3 ACADEMY

**Valley Glen, CA**

Job Category: Full Time

## DESCRIPTION:

Founded in 1975, The Help Group is the largest, most innovative and comprehensive nonprofit of its kind in the United States serving children with special needs related to autism spectrum disorder, learning disabilities, ADHD, developmental delays, abuse and emotional problems.

We are seeking an engaged, knowledgeable, enthusiastic individual to take on the position of Principal for a new STEM Academy for students with social and learning differences, including autism. STEM3 Academy is for students in grades 9 through 12 who have a talent and passion for STEM-related activities. The Principal would be involved in the day to day running of the school, as well as overseeing teacher planning and execution. STEM3 Academy is committed to experiential learning, and the development of 21st Century skills through integrated group projects and assignments. We expect the Principal to be actively involved in the development of the Academy to further its goals of achieving lifelong success through college and career for its students.

## DUTIES INCLUDE:

- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition new students into school program.
- Develop extracurricular programs.
- Serve as coordinator of interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure program is achieving its goals.
- Manage curriculum and reinforcement.
- The Principal should meet routinely with teachers and observe in classrooms to ensure conformity with the goals of the program.
- The Principal should remain current with best practices on educating students with ASD, ADHD, SLD, ED and related needs, as well as those who are gifted.

To learn more about ***The Help Group*** visit: www.thehelpgroup.org.
To learn more about ***STEM3 Academy*** visit: www.stem3academy.org.

## QUALIFICATIONS:

Minimum 3 years' experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required.

## BENEFITS:

The Help Group offers wonderful training opportunities, a supportive, professional work environment and excellent benefits, including:

- Excellent benefits, including a 100% employer-sponsored health insurance plan
- Dental, vision, and life insurance
- 403b retirement plan
- Flexible Spending Account
- Sick Leave

## CONTACT:

To apply for this exciting opportunity, please send your resume, cover letter and salary history to careers@thehelpgroup.org.

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# Curriculum Specialist – STEM3

**Valley Glen, CA**

Job Category: Full Time

## Description:

Founded in 1975, The Help Group is the largest, most innovative and comprehensive nonprofit of its kind in the United States serving children with special needs related to autism spectrum disorder, learning disabilities, ADHD, developmental delays, abuse and emotional problems.

## POSITION: Curriculum Specialist – STEM3

STEM3 is a unique, state-of-the-art STEM-based high school educating students with special needs, including those with high functioning autism. STEM3 Academy is home to students who are interested in a variety of careers including those that relate to Science, Technology, Engineering and Math. At STEM3 Academy, project-based learning emphasizes creativity, cooperation, rigorous academics and enhances real-world experiences. Our goal is to position our students for future success in college and career. The idea of a specialized school for students with special gifts in the STEM disciplines can be the next great step in building independent lives for children with learning differences. Our out-of-the-box thinkers need an out-of-the-box curriculum as unique as them. The time has come for STEM3 Academy. To find out more about us, go to www.stem3academy.org.

## DUTIES INCLUDE:

- Research and development of STEM curricula that can be adapted into a STEM3 Academy Model Curriculum, weaving in project-based learning and embedding social/emotional learning for students with special needs.
- Build out a STEM3 Academy K-12 scope and sequence.
- Build developmentally appropriate curricula for each level of each discipline in elementary, middle and high school programs which aligns with the California Common Core State Standards and the Next Generation Science Standards.
- Provide in-service to Teachers and Instructional Aides in the new curriculum.
- Coordinate measurement of new curriculum with evaluation and assessment efforts.

To learn more about ***The Help Group*** visit: www.thehelpgroup.org

## QUALIFICATIONS:

Bachelor's degree accepted with experience, Master's degree preferred in Curriculum Design and/or Education. Experience working as teacher and/or administrator and/or curriculum designer.

## BENEFITS:

The Help Group offers wonderful training opportunities, a supportive, professional work environment and great benefits, including:

- Excellent benefits, including a 100% employer-sponsored health insurance plan
- Dental, vision, and life insurance
- 403b retirement plan
- Flexible Spending Account
- Sick Leave

## CONTACT:

To apply for this exciting opportunity, please send your cover letter, resume and salary history to careers@thehelpgroup.org.

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# Intervention Specialist, Grades 9-12

**Columbus, Cincinnati, Akron, Cleveland Ohio Areas**

Job Category: Intervention Specialist

## Description:

At Life Skills High Schools we strive to provide our unique students with the best education possible. It is our goal each and every day to Educate, Innovate, Inspire, and Love each and every individual that comes to our schools. We pride ourselves in knowing that our students are not only receiving the best education that they deserve, but also developing the necessary life skills needed in this day and age to become the successful person that is in us all.

Our Intervention Specialists provide effective education to students with learning and/or developmental disabilities.

### Some examples of the duties our Intervention Specialists fulfill are:

- Assist with the implementation of the IEP for each student served
- Write lessons plans to accommodate IEP curriculum
- Work with the teaching staff to improve standardized and proficiency testing results
- Plan and deliver services for students with special needs
- Provide resources for classroom teachers for areas of disability
- School activities — the Intervention Specialist is required to attend and/ or participate in such other activities as directed by the Administrator such as: faculty meetings (before or after school hours), open houses, commencement exercises, chaperone student activities, provide guidance for students, participate in professional learning communities, study and help resolve school problems, and participate in the preparation of courses of study -- these activities demonstrate valuable support for the Life Skills High School
- Perform student home visits as required

### Minimum qualifications for this position are below:

- Bachelor's degree minimum, Master's degree in Special Education or related field preferred
- Valid Intervention Specialist K-12 licensure through ODE in Mild/Moderate or Moderate/Intense field
- Considered Highly Qualified in Special Education
- Excellent verbal and written communication skills
- Successful completion of state mandated FBI and BCI criminal history check(s)
- Physical ability to lift up to 25 lbs

**IF YOU WOULD LIKE TO JOIN THE NEW AND INNOVATIVE WAVE OF EDUCATION, APPLY TODAY!**

## Benefits:

- Competitive pay
- Company paid Life Insurance
- Tuition reimbursement
- STRS
- Professional development

## Contact:

Samantha Stender
Human Resources, Recruiter
**PH:** (330) 252-8921
**Fax:** (330) 252-8821
SMStender001@lifeskillshs.com
**Website:** www.lifeskillshs.com

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# Special Education Teacher

**Rock Hill, South Carolina**

Job Category: Special Education Teacher

## Description:

New Hope Treatment Centers a Psychiatric Residential Treatment Facility located in Rock Hill, SC. is hiring for Special Education Teachers. This position provides for an educational experience for residents, whose emotional, mental, or physical disabilities make it difficult for them to learn. As a Special Education Teacher, you will be responsible for the daily development and delivery of individualized instruction for our students. This position requires the knowledge and use of current best practice teaching methodologies within a self-contained classroom setting.

## Job Functions:

- Designs/utilizes Individual Educational Plans (IEP), Individual Learning Plans (ILP), Accommodation Plans (504) based on student's individual needs to monitor and/or promote educational and intellectual development of residents and works to include all required parties
- Coordinates or Administers appropriate educational testing (achievement and intelligence) to gather data for the development of the Individualized Educational Plan and instruction.
- Provides therapeutic intervention in the classroom to maintain a therapeutic and safe educational environment and manages resident behaviors effectively.
- Develops and submits appropriate individualized lesson plans.
- Participates/facilitates multidisciplinary treatment team meetings, Education Meetings Individualized Educational Plan meetings, Program Planning, CFTs, CIRs, and other meetings as required
- Provides an appropriate educational program for each resident based on thorough assessment and review of previous school records. This includes hands-on activities and curriculum adaptations or student accommodations when needed.

## Minimum Qualifications:

Bachelor's Degree in Education with Special Education Teaching Certification in South Carolina or eligibility for certification. Experience in a behavioral health setting or alternative education setting preferred

Please visit our website at www.newhopetreatment.com to learn more about the population you will be teaching.

## Contact:

Nina Dorsey, Recruiter
803-328-9300 ext. 5197
ninad@newhopetreatment.com

**********

# Special Education Teacher

**Rockford, IL**

Job Category: Full Time

## Description

The primary responsibility of the teacher is to ensure the health, safety and well-being of each student. The teacher is accountable for the development, implementation and monitoring of all aspects of classroom programming.

- Adhere to all mandated reporter and OIG guidelines at all times.
- Develop weekly lesson plans in alignment with student IEP goals.
- Perform and submit formal assessments at least 10 days prior to each student's annual review, but not earlier than 30-days prior.
- Develop, in collaboration with team members, appropriate IEP goals based on assessment results 10 days prior to annual review.
- Update and provide data-based quarterly progress reports and IEP benchmarks.
- Note in lesson plans, references of informal assessment of specific students that triggered plan.
- Arrange for and perform activities, materials, and prompting hierarchies that relate to the IEP goals.
- Mentor and train classroom and 1:1 assistants to anticipate those activities that they can perform, which support the lesson plan.
- Provide monthly suggestions to the School Administrator/Program Coordinator on areas of training that would enhance the skills of teachers and aides.
- Conduct weekly meetings with paraprofessional staff members and submit documentation to administration.
- Interact with the School Administrator/Program Coordinator and clinical staff regarding clinical recommendations.
- Observe performance of classroom staff sufficient to perform an evaluation and assist administration with annual performance evaluation.
- Notify School Administrator/Program Coordinator of the onset of unacceptable performance of classroom staff.
- Communicate daily to parents via notebook or phone regarding the on-going performance of students.
- Maintain and update all required components to student main files.
- Participate in at least 2 outside trainings per school year directly related to serving students with special needs, particularly those diagnosed with autism.
- Participate in all scheduled in-house training throughout the school year.
- Participate in student IEP/MDC meetings throughout the school year.
- Participate in medical case review meetings for students throughout the school year.

- Conduct at least 2 observations in other classrooms and provide administration with documentation of each observation throughout the school year.
- All other duties as assigned.

## Requirements

**EDUCATION/CERTIFICATION:**

- Bachelor's Degree in Special Education and Illinois State Type 10 teaching certificate or LBS1 (limited or unlimited)
- Bachelor's Degree and an Illinois State teaching certificate in an area of regular education, and a Special Education endorsement, letter of approval or a short term emergency letter of approval.

**EXPERIENCE REQUIRED:**

- Completion of required clinical hours for teaching degree/certificate.
- Experience working with special needs population necessary.

**SKILLS/ABILITIES:**

- Ability to perform all functions necessary to obtain certification in Therapeutic Crisis Intervention (TCI) and CPR
- Ability to multi-task in a high stress environment
- Ability to interact with diverse personalities
- Above average endurance.

**ADA:** Easter Seals will make reasonable accommodations in compliance with the Americans with Disability Act of 1990. Unless exempted by the Americans with Disabilities Act, all persons hired for this position are required to possess the ability to perform the physical tasks necessary to treat clients, i.e., bending, floor-sitting, etc., as well as to have the ability to lift up to 50 pounds frequently.

## Contact

Please send resume to: beth.mehlbaum@eastersealschicago.org

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# Special Education Coordinator / Cross-Categorical

**Phoenix, Arizona**

Job Category: SPED Admin and Teaching

## Description:

**ESS Coordinator / Special Education Teacher:**

Great Hearts Academies is committed to serving the students within our special education population in a manner that reflects and affirms their dignity and rightful participation within the larger student body. Through the use of consultation, resource, inclusion, and co-teaching models in a variety of academic environments, the Special Education team aims to provide support for students while working to ensure as much time as appropriate is spent within the regular classroom.

**Primary Duties and Responsibilities Include, But Are Not Limited To:**

- Providing direct and consultative services to students with IEP's in the school environment

- Collaborating with related service providers, assisting general education staff in the implement of accommodations and modifications
- Writing and maintaining all IEP's, Prior Written Notices, and MET paperwork while ensuring compliance with state and federal guidelines
- Planning and facilitating meetings throughout the ARD committee process and ongoing communication and collaboration with parents, staff, and administrative staff regarding student planning and progress.
- Coordinating 504 plans and conducting testing and ELL programming for eligible English language learners.
- Managing the transition of new enrollees eligible for special education and related services for the 2016 - 2017 school year (Conducting initial records request for new incoming students, creating individual student files/folders for incoming SPED and 504 students, reviewing IEPs, evaluation reports and 504 Plans received on incoming students, scheduling and/or attending meetings with SPED or 504 student families, conducting follow up phone calls to school staff members currently working with some incoming students and responding to emails and calls from parents of potential future students with special needs, etc.)

## Requirements:

- Candidates must hold at least a Bachelor's degree and a valid state certification in Special Education for K-12
- Candidates with ESL certification are preferred

## BENEFITS:

- Manageable caseload
- Competitive salary
- Signing Bonuses
- Great benefits
- Strong administrative support
- Collaborating Exceptional Student Services Coordinators, supporting Regional Coordinators, and Great Hearts Lead Office support

## TO APPLY:

Candidates will apply by going to: http://chp.tbe.taleo.net/chp04/ats/careers/requisition.jsp?org=GREATHEARTS&cws=39&rid=551

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# Special Education Teacher

**Fulton County Schools - Metro Atlanta, GA**

Job Category: Teaching

## Description:

Fulton County Schools provides instruction for students that enables them to learn and demonstrate mastery of the Georgia Performance Standards.

## Duties and Responsibilities:

- Provides content-related and appropriate instruction based on Fulton County's curriculum

- Integrates appropriate technology into classroom instruction
- Provides classroom environment which promotes active learning in subject area
- Exhibits knowledge of performance-based instructions and assessment
- Communicates responsibly with all students, parents, colleagues, and school leadership
- Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications
- Works with parents/guardians in all aspects of the student's educational program
- Prepares adequately for responsibilities to be assumed when absent
- Accounts for student attendance and punctuality
- Follows all county, state, and federal policies and procedures
- Follows professional ethics in all work-related activities
- Avoid behaviors which detract from staff morale

## Requirements:

- Minimum of a Bachelor's Degree from a regionally accredited university
- Must hold or be eligible to hold a Georgia certificate in applicable field
- Proven communication and instructional strategies; classroom management skills; excellent organizational skills

## Salary Information:

Actual salary placement will be based on Fulton County Board of Education experience and education calculations from the Teacher Salary Schedule (190 Days)

Click to Access 2016-2017 Teacher Salary Schedule: http://tinyurl.com/zjl92a4

## Contact:

Liz Young
younge1@fultonschools.org
(404)668-1806
Please apply to our ***Teacher Candidate Pool***. The application includes the Teacher Fit Inventory and a Student Data Set Exercise. You will receive an invitation to schedule a phone interview within 48 hours of submission.
https://www.applitrack.com/fultonschools/onlineapp/default.aspx?Category=Teaching
**District Website:** www.fultonschools.org

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# Special Education Teachers

**Manassas, Virginia**

Job Category: Teacher

## BASIC FUNCTION/NATURE OF WORK

The special education teacher's function is to develop and implement effective instructional practices based on the needs identified in students' Individualized Education Programs (IEPs). The teacher will develop, implement and monitor the students' Individualized Education Programs in collaboration with parents and other IEP Team members. The teacher will promote a collaborative relationship with school staff and parents that will foster inclusionary practices.

## BASIC QUALIFICATIONS

Master's degree preferred. Bachelor's degree required. PWCS is interested in candidates with ESL and bilingual credentials and foreign language fluency.

## STATE REQUIREMENTS/QUALIFICATIONS

Hold a Virginia teaching certificate with endorsements in the area of disability served. In lieu of complete endorsement, a conditional license may be granted if the teacher is working toward complete endorsement at a rate of a minimum of six (6) semester hours per year.
EEOC/M/F/D/V

## BENEFITS

- Extensive professional learning opportunities.
- Multiple medical, dental, vision plans to choose from.
- Virginia Retirement System incl. life insurance
- Supplemental retirement, life insurance, disability plans available.
- Tuition reimbursement.
- Personal and sick leave.
- 195 day contract.

## CONTACT

Coordinator, Recruitment & Retention
recruit@pwcs.edu
703.791.8950
Learn more about us at www.pwcs.edu .
Apply online now at https://jobs.pwcs.edu/Jobs/

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# SPECIAL ED TEACHERS – $7500 SIGN ON BONUS

**Sherman Oaks, CA**

Job Category: Full Time

## DESCRIPTION:

- Plan, coordinate and implement individual student programs
- Select appropriate curriculum content for each student.
- Determine appropriate, measurable goals and objectives for each student
- Write individual education plans (IEPs) and participate in IEP meetings
- Employ a trans-disciplinary approach to education, conferring with team members as appropriate for particular issues.
- Prepare or secure necessary instructional materials
- Modify activities and adapt materials to promote student success
- Design and use instructional grouping patterns that are varied and flexible, including individual, small group, and whole class instruction
- Employ clear, predictable daily and weekly schedules, which accommodate students' needs.
- Prepare a weekly plan book to detail lesson plans, grouping, activities, staff assignments, and other relevant information
- Employ appropriate, individualized teaching and reinforcement techniques to maximize student achievement

## MINIMUM QUALIFICATIONS:

- Teaching credential in moderate to severe credentials required (CA); OR the ability to qualify for an emergency teaching credential
- Experience teaching students with autism, learning disabilities, emotional disabilities

## BENEFITS:

- $7 500 Sign-on bonus for successful new hires
- Competitive salary
- Reimbursement of CEUs
- Mentor teacher opportunities
- Excellent benefits, including a 100% employer-sponsored health insurance plan
- Dental, vision, and life insurance
- 403b Retirement Plan
- Flexible Spending Account
- Small class sizes with a supportive staff and a professional environment

## CONTACT:

Email resume and cover letter to careers@thehelpgroup.org.

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# Acknowledgements

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