Would others describe you as “well connected”? Do you know whom to ask or where to go when you need to get something done or need some help?

Successful people in every field make many critical connections and accomplish remarkable things by effectively using their connections. So, too, do educators. Call it “making connections,” “establishing relationships,” “effective collaboration” with kids, colleagues, and the community — it’s all about joining with others to accomplish the enormous task of educating today’s students. The days of teachers working in isolation behind closed classroom doors are gone. The challenges have become far too complex and demanding for educators to persist in “going it alone.”

There are many obstacles to connecting with others in our schools that you might be thinking of as reasons not to collaborate — time constraints, subject and departmental differences, scheduling and personality conflicts, reluctance to ask for help or share ideas, etc. But in the long run, the benefits of working with others — for educators, students, and school communities — far outweigh the inconveniences. Educators who successfully collaborate with others report a higher degree of daily satisfaction and sense of reward from their profession; they are happier people. Relationships with colleagues make complex tasks more manageable by reducing individual planning time while increasing the available pool of ideas, skills, and resources, which gives educators the capacity to attempt innovations that would typically be beyond the power of one individual (Inger, 1993; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000). Interconnectedness better prepares teachers to support each other’s strengths and accommodate needs, helping to prevent stress-related problems that often result in burnout and teacher turnover (Billingsley, 2004). Overall, successful partnerships allow educators to work smarter, not harder.

Educators are not the only — or primary — beneficiaries of effective teaming. Virtually every major report on successful schools issued within the last decade identifies effective school partnerships focused on learning as an essential feature of programs that result in better student achievement, behavior, and attitudes (e.g., ERIC/OSEP, 2002; Ferguson, Kozlesky, & Smith, 2005). Students
can see consistency and coherence in their school’s curriculum, instruction, and structures as well as feel the improved climate when educators put a premium on partnerships. Educational change expert Michael Fullan (2002) stated, “The single factor common to successful change is that relationships improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost” (p. 16).

Numerous formal and informal possibilities for school partnerships exist. Leadership, grade-level, and departmental teams; co-teaching and consultation teams; coaching and mentoring; communities of practice, study groups, and lesson study; professional development training sessions; and conversations about teaching and learning offer just some of the ways educators can collaborate and “get smarter together” (Inger, 1993). Technology can support and increase the efficiency of collaborative efforts through email, shared calendars and documents, communications, conferencing options, and other means. (Tech Bytes in this newsletter explores some of these options in greater detail.)

Rich connections seldom happen by accident. Educators need to be intentional about making and using their connections to support students and to maximize their own potential as successful professionals. Here are some ideas to get you started. The theme of this year’s T/TAC W&M Link Lines newsletters is “Powerful Partnerships: Connecting for Student Success.” T/TAC W&M quarterly e-newsletters offer insights into making valuable connections in the areas of instruction, behavior, co-teaching, transition, and working with families and state advisory committees. The articles and resources provided along with the guiding questions on page 3 of this article will help you examine your “connectedness” and be more deliberate in establishing and enriching your partnerships with students, colleagues, and community members. All involved will benefit while keeping our eyes focused on the ultimate prize – student success.

References


Are YOU Well Connected?

After reading the article *Are YOU Well Connected?*, think about your connections and support networks. To whom do you turn after a challenging day of teaching? Do you turn to your family, your friends, or your colleagues?

When you have a professional question, whom do you ask? Using the Frame® device below, check off the “Primary Supports” that you could access.

When you have questions specific to your students’ needs, what supports are in place? Check off your “Special Needs Supports” in the second column of the Frame.

What supports are available to you when you suspect or know that a student has a disability? In the third column under “Special Education Supports,” check off the supports that exist to assist you.

Finally, if you have questions regarding supports for a student outside of school, which agencies are available? Check off the “Interagency and Community Supports.” Are you well connected?

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**The FRAME®**

*Key Topic*

**Making Connections**

is about . . .

- **Main Idea**
  - Primary Supports
  - Special Needs Supports
  - Special Education Supports
  - Interagency & Community Supports

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<td>IEP Teams</td>
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<td>Paraeducators</td>
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<table>
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<tr>
<th>So what? (What's important to understand about this?)</th>
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<td>Through connections, students, teachers, and others all benefit.</td>
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*KU Center for Research on Learning*
Teaching Plane Figures: The Geometry Strategies for Middle School
T/TAC Considerations Packet
By Donni Davis-Perry, M.Ed.

The Training and Technical Assistance Center (T/TAC) at the College of William and Mary (W&M) provides free Considerations Packets on a variety of educational topics. Considerations Packets provide brief overviews of user-friendly, research-based strategies that educators can incorporate into their instruction. Considerations Packets may be ordered at the T/TAC W&M website, http://education.wm.edu/centers/ttacnew/resources/considerations/index.php. Packets can be delivered by mail or downloaded free of charge.

This article contains an excerpt from Geometry Strategies for Middle School written by Elizabeth M. O’Brien. The complete packet may be ordered from the link above.

The geometry Considerations Packet provides strategies that address teaching middle school students at their developmental level of geometric reasoning. Understanding these levels allows teachers to differentiate instruction based on student readiness.

The geometry strategies in the complete packet address teaching perimeter and area, geometric solids, and transformations. This excerpt highlights methods for teaching plane figures.

Strategies for Teaching Plane Figures
The following strategies have been used effectively to teach plane figures to middle school students. Research has shown that when teachers incorporate the following four strategies in their instruction, retention is increased (Marzano, Pickering, & Pollock, 2001).

**Manipulatives.**
When parallelograms are first introduced to the class, it is helpful for the students to have a manipulative to explore. Geo strips, which can be made of varying-size strips of tag board and brat fasteners, help students discover the properties of parallelograms.

**Jigsaw method.**
Once students have been introduced to parallelograms and their basic properties, the jigsaw method may be used to further explore special types of quadrilaterals. Teachers can follow these steps:

1. Divide the class into groups of four. Within each group, assign a student to be a rectangle, square, rhombus, or trapezoid.
2. Ask the “expert” from each group to leave the home group and meet with the experts from the other teams. For example, all the rectangles meet in one corner, the rhombi in another, and so on.
3. Provide each group with a guided activity that allows members to explore their shape and learn its properties. Group members must come to a consensus on the properties and feel confident that they can teach these properties to their home teams.
4. Ask the “expert” for each figure to prepare examples, diagrams, properties, and three quiz questions to share with their home teams.
5. After the allotted time, have students return to their home teams to share their knowledge with their respective groups (Posamentier, Hartman, & Kaiser, 1998).

**Venn diagrams.**
As students further study the properties of different types of parallelograms, they need to learn how to compare and contrast the properties of these shapes. Venn diagrams are an excellent method for displaying the shared as well as unique properties of each type of parallelogram (Marzano et al., 2001).
Vocabulary enhancement.
Finally, to reinforce new vocabulary explored in the unit, students can participate in a group game that focuses on the properties of each quadrilateral. The teacher can do the following:

1. Divide the class into groups of four students.
2. Provide each group with a “construction bag” containing items such as straws, toothpicks, tiles to show right angles, and play dough.
3. Provide each student with a card that contains the description of one of the quadrilaterals studied.
4. Ask students to use the items in the bag to construct the quadrilateral on their card, making it identifiable to others in their group.
5. Using their definitions, have students justify the construction of the figures (National Council of Teachers of Mathematics, 2000).

If you are interested in accessing additional math strategies, please visit http://education.wm.edu/centers/ttacnew/resources/considerations/index.php for a complete list of Considerations Packets.

References
Mission of the Partnership for People with Disabilities

To partner with people with disabilities and others to build communities where all people can live, learn, work, and play together.

An interview with Fred Orelove, Ph.D., executive director of the Virginia Partnership for People with Disabilities

**Question:** Dr. Orelove, would you please describe services the Partnership provides for families of youth with disabilities?

**Answer:** The Partnership’s Center for Family Involvement (CFI) works with families to increase their skills as advocates, mentors, and leaders so that family members and individuals with disabilities can lead the lives they want.

Current CFI activities include:

- Providing one-to-one emotional, informational, and advocacy support to parents of children with special health care needs;
- Providing training and technical assistance to parents and local school divisions on how to build and maintain effective Special Education Advisory Committees;
- Hosting the annual Virginia Transition Forum Parent Summit;
- Training Individualized Education Program (IEP) teams to write standards-driven, collaborative IEPs;
- Developing a cadre of parent leaders in health care advocacy;
- Supporting cultural brokers in the Latino and African American communities; and
- Providing staff support to the Virginia Department of Education’s Parent Involvement Priority Project.

In addition to the CFI, the Virginia Leadership in Education in Neurodevelopmental Disabilities Program (Va-LEND) provides opportunities for family trainees. Trainees are family members who complete coursework and other activities that enable them to become leaders in community advocacy efforts, assisting other families and professionals, and promoting family and professional partnerships.

**Question:** What services do you provide to youth with disabilities; to adults with disabilities?

The Partnership is committed to providing information and supports to individuals with disabilities to enable them to speak for themselves and to become leaders in their own lives and in the lives of others. In 2008, using funding from federal and state agencies, the Partnership established the Center for Self-Advocacy Leadership (CSAL). CSAL staff (which includes five self-advocates and two parents) provides information, as well as educational and mentoring opportunities for youth and young adults with developmental disabilities.
Current CSAL activities include:

- Supporting individuals interested in AmeriCorps* service;
- Training AmeriCorps programs on how to include individuals with disabilities in community service;
- Mobilizing self-advocates to promote systems change in their communities;
- Providing one-to-one mentoring for youth and young adults with disabilities in developing individualized leadership plans;
- Assisting middle schoolers with significant disabilities in futures planning (www.alife4me.com); and
- Providing financial support to the Arc of Virginia’s state convention, the Transition Forum’s Youth Summit, and the Fredericksburg DisAbility Resource Center’s Youth Team.

The newest CSAL initiative will be the establishment of a statewide non-profit organization run by and for individuals with developmental disabilities.

*AmeriCorps is a program of the Corporation for National and Community Service, an independent federal agency whose mission is to improve lives, strengthen communities, and foster civic engagement through service and volunteering.

Question: Are there costs associated with these services?

Answer: Most activities provided by the Partnership to individuals with disabilities and their families are free. Some workshops require a registration fee, and certain books or videos produced by the Partnership must be purchased.

Question: How can youth and their families create powerful partnerships with the Partnership?

Answer: The Partnership has a strong commitment to parents and individuals with disabilities as evidenced by the employment of eight parents and five self-advocates on various agency projects. The Partnership is dedicated to ensuring that the voices of disenfranchised parents and self-advocates are heard. Parents and self-advocates can assist the Partnership in achieving its mission by:

- Connecting us with existing parent and self-advocacy groups
- Connecting us with other parents and self-advocates who can be leaders
- Connecting us with potential mentors
- Informing us of issues in their community that impact their lives
- Helping us determine our priorities based on their experiences
- Serving on project advisory committees

Question: How can individuals access the Partnership’s services?

Answer: Visit www.vcu.edu/partnership to learn more about Partnership projects. For more information about the Center for Family Involvement, contact Melanie Sterling at (804) 827-0197 or mrsterli@vcu.edu. To learn more about the Center for Self-Advocacy Leadership, contact Dana Yarbrough at (804) 828-0352 or dvyarbrough@vcu.edu. For more information about the family mentorship and family trainee programs within the Va-LEND Program, contact Elaine Ogburn at (804) 828-0073 or esogburn@vcu.edu.

SAVE THE DATE: March 27, 2010
Virginia Council for Learning Disabilities Symposium
Teaching Strategies for a New Decade
Sheraton Waterside, Norfolk, VA
http://www.vclid.org
Transition Time:
Creating Powerful Partnerships Between Schools and
the Department of Rehabilitative Services (DRS)
By Debbie Grosser, M.Ed., and Dale Pennell, C.A.S.

Mission Statement of the Virginia Department of Rehabilitative Services

In partnership with people with disabilities and their families, the Virginia Department of Rehabilitative Services (DRS) collaborates with the public and private sectors to provide and advocate for the highest quality services that empower individuals with disabilities to maximize their employment, independence, and full inclusion into society.

An interview with James Rothrock, Commissioner of the Virginia Department of Rehabilitative Services

Question: Who is eligible to receive services from DRS?

Answer: The eligibility criteria for the vocational rehabilitation (VR) program are dictated by federal law. They are:

1. The applicant has a physical or mental impairment;
2. The physical or mental impairment constitutes or results in a substantial impediment to employment; and
3. The applicant requires vocational rehabilitation services to prepare for, secure, retain, or regain employment consistent with the applicant’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (34 CFR 361.42)

In addition, the applicant must be eligible legally to work in the United States.

Question: How early should students be referred to DRS?

Answer: Referrals should be made three years prior to school exit and should be included in the student’s Individualized Education Program (IEP). This allows time for the VR counselor to get to know the student and start career exploration and program planning. For students with complex disability issues, it may be appropriate to refer earlier. All high school students with disabilities who are DRS clients must have an employment plan in place prior to graduation.

Question: What services does DRS provide to clients who are in secondary school?

Answer: DRS provides services to help students transition from school to work. Services, based on the needs of the student, may include:

- Assessment for determining eligibility and vocational needs
- Guidance and counseling
- Vocational assessment/evaluations
- Access to Employment Resource Centers, job searching, and finding employment leads
- Job placement
- On-the-job training
- Follow-along services after job placement
- Personal Assistance Services (PAS)
In addition, the Woodrow Wilson Rehabilitation Center, in collaboration with the Virginia Department of Education, operates the Post-Secondary Rehabilitation Transition (PERT) program, a school-to-work transition initiative for eligible youth with disabilities in all of Virginia’s local school divisions. Students are selected by the PERT team, which consists of the PERT transition field staff, the VR counselor, and school personnel. If selected, students attend a 5- to 10-day program during which they receive comprehensive evaluations of vocational strengths and aptitudes, independent living and leisure skills, and functional abilities, as well as social, interpersonal, and personal adjustment skills. Findings and recommendations are provided so that they can be incorporated into the transition IEP planning process. Students may also be eligible to return to PERT for a two-week situational assessment that is designed to confirm vocational interests in one vocational training area, refine skills, develop positive work habits and clarify objectives to achieve individual vocational goals. For further information about the PERT Program, go to: http://wwrc.virginia.gov/pertprogram.htm#%20overview.

**Question:** How can schools create powerful partnerships with the local DRS to support students’ successful transition to post-high school life?

**Answer:** The key is building collaborative relationships that include school personnel, VR counselors, students, and their families. These relationships develop when school personnel know the VR counselors in their areas, invite them to schools to meet staff, invite VR counselors to IEP meetings, and share information with counselors to help establish VR eligibility and development of the students’ Individualized Plans for Employment. VR services provided by DRS can go a long way to help reduce the student drop-out rate and produce positive employment outcomes for students. Further, school personnel can benefit from learning about other DRS opportunities, such as employment networking, job placement, supported employment, and assistance with services that increase the likelihood that students will be successful in postsecondary education and training settings.

**VDOE Updates**

**State Personnel Development Grant (SPDG)**
VDOE is collaborating with the University of Kansas’ Center for Research on Learning to demonstrate and scale up the Content Literacy Continuum® (CLC®) in middle and high schools. Eventually, demonstration schools will be established in each of the eight Superintendents Regions. So far, Hanover (Region 1) and Botetourt (Region 6) have been demonstrating CLC and are scaling up to other schools in their divisions. The new CLC sites are in King William (Region 3) and Culpeper (Region 4). T/TAC W&M will support the middle and high schools in King William.

VDOE plans to select more schools in Regions 2, 5, 7, 8, with a special interest in urban school divisions. The selection process will be announced in a Superintendent’s Memo. If interested, contact Dr. Tom Manthey, state personnel development grant coordinator, at 804-225-4024.

**Final State Special Education Regulations**
The regulations are effective as of July 7, 2009. The current regulations document is available on the VDOE website (www.doe.virginia.gov/VDOE/Instruction/Sped/varegs.pdf).

Planned activities to disseminate information include informational meetings for guidance on the changes in late August and early September, sample eligibility and IEP forms, a revised template for local policies and procedures for the Annual Plan, and revised procedural safeguards.
When teachers partner with students to set goals and plan environmental and instructional interventions, they discover what is important to students.

Support strategies can subsequently be designed that are focused on the student’s goals and what the student needs to achieve these goals.

Like most students, students with behavior difficulties want to be fully included in all aspects of the classroom community (Crowe, 2008); however, these same students often lack the necessary skills to reach this goal. These skill deficits can be the primary obstacle to meaningful inclusion for students with disabilities in general education settings (Crowe, 2008; Renzaglia, Karvonen, Drasgow, & Stoxen, 2003).

How can teachers partner with students so they can become more engaged in learning and eliminate the need to resort to negative behavior? Stopping student misbehavior may be as easy as asking students for their input. Students can provide valuable insight into learning and social experiences that are connected to their problem behaviors, and they can play an active role in determining what they need in order to accomplish their goals and have good days in school. When teachers partner with students to set goals and plan environmental and instructional interventions, they discover what is important to students (Crowe, 2008; Kennedy, Long, Jolivette, Cox, Tang, & Thompson, 2001; Neighbors, 2007). Support strategies can subsequently be designed that are focused on the student’s goals and what the student needs to achieve these goals (Benitez, Lattimore, & Wehmeyer, 2005; Kennedy et al., 2001).

Developing Good Day Plans for students involves the following steps.

1. Before the problem-solving process begins, build a relationship with the student. Greet him or her in the hallways or upon entering the classroom. Ask the student about interests, family, and extracurricular activities. Students are more likely to trust and be more open to adults who they believe care about them.

2. Arrange a meeting with the student and positively state the reason for the meeting. Explain to the student that you would like to help him or her through a difficult situation.

3. Show concern and understanding without blaming the student for any misbehavior. He or she will be more willing to communicate honestly about feelings when the problem behavior is occurring. This step will help to identify the experiences that are connected to the behavior and provide a foundation for the problem-solving process.

4. When discussing behaviors that the student needs to improve, teachers should be explicit about identifying the student’s role in the process and identifying who can help achieve the student’s goals. Teachers can assist students as they select from a list of realistic strategies that can be implemented to help the student succeed.

5. Decide on short-term goals towards which the student can work.

6. After implementing the strategies, take time to discuss with the student how the plan is working. Celebrate success, or, if the desired result is not achieved, involve the student in making adjustments to current strategies (Crowe, 2008; Neighbours, 2007; Benitez et al., 2005).

Crowe (2008) described a student who “fell apart” when writing assignments were given. “He would lie on the floor, kick his feet, and refuse to write” (p. 44). The teacher tried to console the student, but his outbursts would continue. After the student had a chance to recover, his teacher scheduled a conference with him to determine how they could make writing time a better experience for him.
Through the discussion, the teacher learned that writing was difficult for the student, and that he was very tired in the afternoons when writing was routinely assigned. The student suggested that he have the opportunity to complete writing assignments early in the day when he was less tired and more alert. After brainstorming several options, the student’s goal was to write two sentences in the morning before the other students arrived at school. He identified his father as someone who could help him reach his goal by driving him to school earlier in the morning. Although all of this student’s problems were not solved, he successfully achieved his short-term goal to write two sentences each morning. When the teacher expected more writing from the student, different strategies were required (Crowe, 2008).

An example of a graphic organizer that might help this student develop a Good Day Plan to focus on his goals appears below.

### The Good Day Plan*

<table>
<thead>
<tr>
<th>Good Day</th>
<th>Now</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I need to have a good day?</td>
<td>• Am I getting what I need now?</td>
<td>• If I do not have what I need, what needs to happen?</td>
</tr>
<tr>
<td>• This student needed to be alert when completing challenging writing assignments.</td>
<td>• This student was not getting what he needed.</td>
<td>• This student needed to complete writing assignments when he was more rested.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who can help?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This student needed his father to drive him to school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What strategies should I create?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This student chose to write before the other students arrived at school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What short-term goals should I set for myself?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• This student’s goal was to write two sentences during writing time.</td>
</tr>
</tbody>
</table>

*This process is based on the principles of person-centered planning and was designed by Anne Malatchi while she was working as a behavior specialist for Montgomery County Public Schools in Blacksburg, Virginia.

When students with behavioral difficulties are involved in developing their Good Day Plans, they learn to speak for themselves, solve problems, set goals, and become more responsible for their behavior. These are skills that students will need as adults to successfully navigate their environments in school and in the community (Crowe, 2008; Renzaglia et al., 2003).

**References**


The Planning Meeting Process
An Excerpt from the Considerations Packet,
Co-Planning for Student Success
By Tina Spencer, M.S.

Specialists from the College of William and Mary's Training and Technical Assistance Center (W&M T/TAC) research and disseminate free Considerations Packets designed to inform administrators, teachers, and parents of the latest research on an array of topics. The packets are accessible by request through mail or by download from the W&M T/TAC website, http://education.wm.edu/centers/ttac/.

On the left of the site page will be a tab labeled “Considerations Packets”.

This article provides an excerpt from the Considerations Packet entitled “Co-Planning for Student Success” and informs co-teaching partners of their roles and responsibilities before coming together to plan, during planning time, and after co-teaching lessons.

Before Meeting (Pre-Planning)
- Each teacher should come to the planning meeting prepared. This means that a certain amount of pre-planning must take place.
- The general educator is the content specialist and should bring to the planning meeting SOL Curriculum Frameworks, textbooks, and other relevant resource materials. He or she should begin to reflect on the “Big Ideas” and critical concepts that will be taught in order to share these with the co-teaching partner at the meeting.
- The special educator is considered the behavioral and learning specialist. Because the special educator focuses on the individual needs of students with disabilities, he or she provides important student information gleaned from Individualized Education Programs (IEPs). This information as well as behavior plans can be shared at the meeting or given to the co-teacher in advance.
- Students' IEP goals, accommodations, and behavior plans are critical considerations as teachers plan instruction. Special educators benefit from having access to the SOL Curriculum Framework for the particular content that they will co-teach. Knowing the particular SOL objectives and essential knowledge and skills will assist the special educator in thinking about appropriate teaching and learning strategies for the lesson.

During the Planning Meeting
- The general educator clarifies instructional objectives; the specialist clarifies IEP goals or objectives.
- The special educator considers students’ accommodations.
- Both teachers brainstorm possible teaching techniques and activities.
- Both teachers determine roles each will play in instruction based on students’ needs and the variations of co-teaching to be used.
- Both teachers volunteer to prepare and gather materials for the lesson.
- One teacher acts as a scribe and provides a written copy of plans.

After Co-Planning Meeting
- Both teachers prepare and gather materials for the lesson.
After the Lesson (Evaluation)
- Both teachers evaluate student outcomes.
- Special educator monitors progress on IEP goals with general educator’s input.
- Both teachers reflect upon co-teaching relationship.
- Both teachers record notes regarding changes and suggestions for future lessons to be shared at next planning session.

The Co-Planning Process

Pre-Plan
- Preview upcoming content
- Write down individual student needs, resources, and activities
- Consider student IEP goals and accommodations
- Prepare mentally

Review, Reflect, Evaluate
- Reflect on teacher and student performance
  - What worked well?
  - What didn’t work?

Plan Lesson
- Discuss “big picture” issues first
- Discuss content
  - Analyze difficult concepts and skills
- Plan content delivery
  - Consider co-teaching variations
- Design practice activities
- Plan individual and group evaluations

Assign Roles and Responsibilities
- Identify needed materials
- Clarify teaching responsibilities
- Write out lesson plans for both teacher

Evaluate
- Debrief
- Praise each other’s efforts
- Critique week’s activities
- Use problem-solving strategies
- Revisit roles and responsibilities regularly
Finding time to collaborate and plan with colleagues is like looking for that proverbial needle in the haystack. Once you find the time, staying on task can be equally difficult. What if you could collaborate at a time that works best for you? For both of you?

Welcome to wiki. A wiki allows multiple users to collaboratively create and edit content online while keeping a history of changes. Simply put, two or more teachers can log into their wiki and collaboratively create and write without the hassle of multiple versions of a word-processing document or looking for the notes they took when they last got together. For an entertaining demonstration of how wikis work, see the YouTube video *Wikis in Plain English*.

Collaborating online is a useful process for teachers working together on lessons, presentations, and other projects. As you become more comfortable working and collaborating using wikis, consider how the collaborative process can be powerful for students, too. Peer editing and projects across classrooms are great starting points for having students enter the world of wikis.

As wikis have grown in use and popularity, Google and Microsoft have created similar ways to collaborate. *Google Docs* has many of the same features as wikis while Microsoft has designed a beta version of *Microsoft Office Live Workspace* to allow for online collaboration.

Many wiki sites allow free access for educators and offer secure password protection for wikis. Google Docs is free to anyone and is also password protected.

For more information on the use of wikis, visit the following sites:

| PBworks | Wikispaces | Wetpaint |

Whichever way you go, you are sure to enjoy the freedom of online collaboration.
Check It Out!
The following materials are available to individuals in Regions 2 and 3 on loan from the T/TAC William and Mary lending library. To request materials via telephone, please call 1-800-323-4489 and leave a message. The requested materials will be sent to you along with a postage-paid return mailer. A complete listing of professional resources available through the T/TAC William and Mary lending library may be viewed at http://education.wm.edu/centers/ttacnew/resources/index.php. Simply click on the Library link to view holdings, complete an online search, or order materials. The resources below, bar codes and call numbers provided, are companions to the articles in this issue of Link Lines, providing more in-depth coverage on the topics in the newsletter.

Web 2.0 New Tools, New Schools
By Lynne Schrum and Gwen Solomon

Web 2.0: New Tools, New Schools provides a comprehensive overview of the emerging Web 2.0 technologies and their use in the classroom and in professional development. Topics include blogging as a natural tool for writing instruction, wikis and their role in project collaboration, podcasting as a useful means of presenting information and ideas, and how to use Web 2.0 tools for professional development. Also included is a discussion of Web 2.0 safety and security issues and a look toward the future of the Web 2.0 movement. This book is essential reading for teachers, administrators, technology coordinators, and teacher educators. (003187 or IT8)

Self-Determination Instructional and Assessment Strategies
by Michael Wehmeyer and Sharon Field

This book offers detailed and current practitioner-oriented approaches to promote self-determination in combination with extensive teacher materials – all within the context of access to the general education curriculum. Linked to the Individuals with Disabilities Education Act (IDEA) requirement for individualized transition plans, this user-friendly resource assists practitioners in teaching the skills necessary for making decisions about employment, job skills, further schooling, and independent living. (001685 or CPL50)

Adult Agencies: Linkages for Adolescents in Transition
By Gary Cozzens, Carol Dowdy, and Tom E. C. Smith

This transition series provides practical resources for transition personnel on a variety of topics that are critical to the process of preparing individuals for adulthood. Each book in the series contains valuable information on many transition topics. (001685 or TR104.1C)

Collaborative Teaming
By Martha E. Snell and Rachel Janney

This easy-to-use guide helps teachers form and maintain effective collaborative teams that support students’ academic and behavioral success. Processes for co-teaching, problem solving, and resolving conflicts are clearly described in a step-by-step format. (003033 or CC62)

Teaching Student-Centered Mathematics
By John Van de Walle and Lou Ann Lovin

This resource for middle school math teachers features almost 200 grade-appropriate activities, assessment notes, expanded lessons, and the National Council of Teachers of Mathematics (NCTM) content standards for easy reference. (002980 or CMT81.1)
T/TAC William & Mary Workshops

Skill Building Institutes
W&M Peninsula Center, Newport News, VA

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<td>September 23, 2009</td>
<td>The Heart of Classroom Management: Universal Structures and Practices for Designing Positive Behavior Interventions for Students with Disabilities</td>
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<tr>
<td>March 3, 2010</td>
<td>Building on the Foundation, Part II: Creating Environments and Intensive Interventions to Support Students with Challenging Behaviors in Inclusive Settings</td>
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Imagine the Possibilities: Graduation Transformation
Evidence-Based Strategies to Increase the Graduation Rate For Students with Disabilities

September 25, 2009
Oyster Point Marriott, Newport News, VA

Transition Practitioners’ Council (TPC) East

October 15, 2009
Holiday Inn and Suites Gateway, Williamsburg, VA

Evidence-Based Reading Strategies to Support Inclusive Practices II

November 18, 2009
William & Mary Peninsula Center, Newport News, VA

Mission Possible: Proven Practices for Successful Inclusion
Friday, January 8, 2010

Presenter: Lisa Dieker, Ph.D.
University of Central Florida, Orlando
Location: Hilton Norfolk Airport Hotel, Norfolk, VA

Click here to register for one of these workshops:
20th Annual William & Mary Symposium
“Powerful Partnerships: Connecting for Student Success”

Keynote Speaker
Jim Knight -- Award-winning Author, Researcher, and Consultant
“Building Partnerships for Learning”

October 27, 2009
Williamsburg Marriott in Williamsburg, VA

The program format for the Symposium will be as follows:

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<td>Registration Check-In and Coffee</td>
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<td>9:00 AM - 11:30 AM</td>
<td>AM Keynote Address, Jim Knight</td>
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<td>11:30 AM - 12:30 PM</td>
<td>Luncheon</td>
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For more details click here

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<tbody>
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The College of William & Mary and Old Dominion University T/TACs provide support to educators and families in Regions 2 and 3 in Eastern Virginia. W&M T/TAC is responsible for training and technical assistance for education professionals who work with students with mild to moderate disabilities (ages 5-21). ODU T-TAC is responsible for training and technical assistance for early childhood special education/primary developmental delay (through age 9) and severe disabilities. You may contact T/TAC ODU at (757) 683-4333, or 1-888-249-5529, or visit their website at [http://www.ttac.odu.edu](http://www.ttac.odu.edu).