

November 2005

RI Department of Education Teacher Assistants Newsletter



Promoting the Instructional Team model of teachers, teacher assistants and others ALL working together as valued team members to help students in Rhode Island achieve at high levels

Welcome to our Newsletter

This newsletter is produced by the RI Department of Education (RIDE) as a joint effort of the Office of Teacher Certification, Office of Special Populations & RI Technical Assistance Project (RITAP) at RI College. Our purpose is to keep you up-to-date on policy & practice related to teacher assistants (TAs).

Please copy & share.

If questions, contact:
Charlotte Diffendale
RI Department of Education
Shepard Building
255 Westminster Street
Providence, RI 02903-3400
Phone: 401-222-8808
ITTY: 800-745-5555
www.ritap.org/ta



In this issue:

- ★ Are You Using Your TAs Effectively?
- ★ Key Social & Emotional Skills
- ★ Social, Emotional & Behavioral Learning
- ★ Options For TA Use
- ★ Linking TA PD to Student Achievement
- ★ Promoting Peer Interaction
- ★ TA Qualifications Deadline
- ★ Spotlight: Cumberland TA Supports
- ★ ParaPro Training & Testing
- ★ TA Training on State Guidelines for TAs Working with Students with (1) Speech/ Language Impairments & (2) Behavior that Interferes with Learning &/or Relationships
- ★ 2005-06 TA Network Training
- ★ **TA NEWSLETTER DISTRIBUTION**

Are You Using Your TAs Effectively?

Are TAs in your district or program being used effectively? In the September TA Newsletter, we cited research of the impact of TAs on improving student performance – when they are used effectively. In this issue, we cite more research & a variety of resources on this important topic.

Assessing Your District's Effective Use of TAs: Each year, RIDE sends the TA Contact in each district, educational collaborative, charter school & state operated program a survey to gather information on TA qualifications & assignments as well as local policy & practice to support the effective use of TAs. Some TA Contacts use this survey as a needs assessment tool to help set priorities re: TAs – as done in Cumberland spotlighted on p. 4. You can too. Here's how. Survey items have been redrafted as a checklist districts & related programs can use to assess their strengths & areas of needs re: TAs. To access this checklist, go to the TA website at www.ritap.org/ta, then the Resources webpage, then find "Effective Use of Teacher Assistants" & click on more. This will take you to a webpage where (at the bottom) you can download a Checklist for Policies & Practices on Effective Teacher Assistant Use.

Effective Use of TAs Module for Policy & Practice Development: Use this module (document, PowerPoint, forms & related resources) at www.ritap.org/ta (Resources webpage) for research, program self-assessment & improvement & training. The module includes TA legal requirements & state guidelines, effective TA use strategies reported in the literature &/or reported by RI districts, & resources on or through the TA Website including legal requirements, worksheets, forms for adapting to local needs, sample job descriptions, training resources, etc.

Free Training on Effective TA Use Available to Districts & Related Programs: This year, 2 trainers are available to train teachers or teacher/TA teams on the Effective Use of TAs in both regular & special education classrooms. Dr. Debbie Goessling & Ann Marie Dubuque are available, within grant limitations, to come to your district at no cost & tailor training to meet your needs. RIDE Professional Development Credits (PDCs) are available.

Last year & so far this year, the following districts/programs have or plan to access this training: Burrillville, Chariho, Compass Charter School, Cornerstone School, Cranston, Cumberland, East Bay Collaborative, Foster/Glocester, Jamestown, Newport, Northwest Special Education Region, South Kingstown, & Valley Community School in Cranston. Make sure that your district/program takes advantage of this valuable resource!

Interested persons should contact the trainers:

- ★ Debbie Goessling, dgoesslg@providence.edu or 401-865-1963.
- ★ Ann Marie Dubuque, adubuque@providence.edu or 401-523-8204
- ★ Link to trainers at www.ritap.org/ta, Training Opportunities webpage

Key Social & Emotional Skills

Self-Awareness (1) Recognizing & naming one's emotions & (2) understanding reasons & circumstances for feeling as one does.

Self-Regulation of Emotion (1) Verbalizing & coping with anxiety, anger & depression; (2) controlling impulses, aggression, & self-destructive anti-social behavior & (3) recognizing strengths in & mobilizing positive feelings about self, school, family & support networks.

Self-Monitoring & Performance (1) Focusing on tasks at hand; (2) setting short-&long term goals; (3) modifying performance in light of feedback; (4) mobilizing positive motivation; (5) activating hope & optimism & (6) working toward optimal performance states, flow, manage inverted U relationship between anxiety & performance.

Empathy & Perspective Taking (1) Learning how to increase empathy & perspective taking & developing feedback mechanisms to use in everyday life; (2) becoming a good listener; (3) increasing empathy & sensitivity to other's feelings & (4) understanding others' perspectives, points of view & feelings.

Social Skills in Handling Relationships (1) Managing emotions in relationships, harmonizing diverse feelings & viewpoints; (2) expressing emotions effectively; (3) exercising assertiveness, leadership, persuasion; (4) working as part of a team/cooperative learning group; (5) exercising social decision-making & problem solving skills & (6) responding to constructively & in a problem-solving manner to interpersonal obstacles.

As stated in *The Healthy Schools! Healthy Kids! Guide to Profiles & Practices in RI* (p.11). Access this document at www.ritap.org/sebl then click on Resources & then RITAP Library

Social, Emotional & Behavioral Learning

Research shows that social, emotional & behavioral learning improves students' academic performance. Bill Eyman presented on this important topic at the October TA Networks. He reviewed *Key Social & Emotional Skills* (see left column), trained participants in various classroom activities, & provided information on RITAP's website on Social, Emotional & Behavioral Learning (SEBL) (see below).

What do TAs need to know & be able to do related to social, emotional & behavioral learning?

RIDE TA Standards identify competencies needed by ALL TAs at the time of employment as a result of completion of a RIDE Approved TA Training Program. Of the 4 TA standards, Standard 3 recognizes that TAs support social, emotional & behavioral skills for ALL students by stating, "Teacher assistants support a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, & self-motivation." Standard 3 indicators of what TAs must know & be able to do are: "3.1 Follow discipline guidelines in accordance with school policy & legal requirements. 3.2 Implement positive behavioral supports. 3.3 Maintain & monitor compliance with classroom rules, procedures & behavior standards. 3.4 Serve as an appropriate behavior role model. 3.5 Motivate & assist students in acquiring interpersonal skills, increased self-esteem, & independence."

RIDE Guidelines for TAs Working with Students with Behaviors that Interfere with Learning &/or Relationships

identify competencies needed by TAs in these specific TA assignments. Download the RIDE Program Standards for TAs & Guidelines Related to TAs at www.ritap.org/ta on the Legal Requirements Webpage.

What are resources for TAs in RI for supporting social, emotional & behavioral skills?

Training –Training is available at no cost on competencies in RIDE Guidelines for TAs Working with Students with Behaviors that Interfere with Learning &/or Relationships (See newsletter p. 5)

Website – RITAP's website includes webpages for Social, Emotional & Behavioral Learning (SEBL) at www.ritap.org/sebl including: (1) About SEBL: What is SEBL; The Case for SEBL; FAQ (2) SEBL in Action: SEBL Examples; Sample Activities (to use in your classroom); SEBL Practitioners; (3) Positive Behavior Intervention & Supports (PBIS): Provides information on a statewide initiative to build a network of PBIS practitioners & training under the leadership of the Sherlock Center for Disabilities at RI College in collaboration with RITAP (4) Networking: webpage to be developed; (5) Professional Development; webpage to be developed; (6) Resources: Print Resources; Web Resources; RITAP Library; (7) Contact Us.

Library –An Annotated Bibliography of Professional Development Resources Related to TAs is available at www.ritap.org/ta. The bibliography describes these resources, most of which are available for loan at one of 6 "TA libraries" across RI including East Bay Collaborative (245-4998), Northern RI Collaborative (658-5790), Southern RI Educational Collaborative (295-2888), West Bay Collaborative (941-8353), RI Technical Assistance Project (RITAP) (456-4600), & CHILDSPAN (729-0765). Many of the resources address behavior. Examples include:

- ★Para Package –5 Guide Series includes *Behavior Management Guide For Paras*, 60-page book helping TAs deal with difficult behaviors. Covers communicating expectations, using praise.
- ★Kreidler, William. (1984) *Creative Conflict Resolution* - Over 20 techniques & 200 activities & cooperative games.

Options for TA Use

Options for TA use include: 1:1, small group & large group support. Each option has benefits & drawbacks to consider based on student strengths & needs. TA assignment may be short or long term, limited to 1 or several skill areas or focused on all skills. A TA may start by providing 1:1 support & then modify support by meeting individual student needs through small or large group activities or moving toward the use of natural supports. In short, TA duties may change over time based on student progress/needs. As this requires flexibility on the part of the TA & instructional team, the team that develops a student's plan should anticipate this issue & address it in advance.

The Effective Use of TAs Module described on p. 1 discusses this issue more thoroughly under "Considerations for Assigning TAs" & provides a Decision-Making Model for Natural Supports &/or Supplementary Aides or Services presented as a form for use in determining a student's need for supports that may or may not include TA assignment. The model/form helps the user outline for each of the student's classes, activities or skill areas:

- ★ What do we want the student to know or be able to do?
- ★ What are natural supports?
- ★ What are supplementary aides or services?

For some classes, activities or skill areas, a student may need:

- ★ No natural supports or supplementary aides or services
- ★ Only natural supports
- ★ Natural supports &/or supplementary aides or services
- ★ Supplementary aides or services

Use this model (1) as part of IEP development for a student with a disability or (2) in decision-making about any student with learning or behavioral needs – with or without a disability.

Linking TA PD to Student Achievement

Research on the benefits of job embedded professional development (PD) for TAs is reported in the journal article: Jolly, A. & Evans, S. (2005, Summer) Teacher assistants move to the front of the class: Job-embedded learning pays off in student achievement. *Journal of Staff Development*, 26(3), 8-13. This article describes a middle school that used TA learning teams as job-embedded professional development (PD) to increase TAs' expertise in literacy in order to increase student performance in reading.

TA Learning Team Format: (1) Organize: Take care of logistics & establish norms. (2) Define: Identify team's purpose & goals. (3) Learn: Study research-based information & together increase TA knowledge base. (4) Act: Plan, develop & try new teaching strategies with students. (5) Analyze: Share results of trying out strategies, reflecting on these, discussing & adjusting as needed. (6) Assess: Monitor, observe, & look for evidence that you are gaining new skills & making a difference for students. (7) Document: Keep team logs of meetings. (8) Share: Share progress & effective practices with faculty, administrators & others.

Results of TA PD: (1) Increased knowledge & skills about reading instruction. (2) Improved TA attitudes about their roles. (3) Benefits for students including improvement in reading proficiency in one year from 75% to 85.3% - an accomplishment in which TAs played an integral role as part of the instructional team.

Reasons for Success: (1) TA learning teams are part of the district's overall PD initiatives to increase student achievement in reading. (2) Administration sees ALL staff as essential to helping students learn. (3) Administration values PD for ALL staff. (4) Teams get regular administrator feedback as a result of team log review. What is your school doing? How can you use or adapt this idea to your school?

Promoting Peer Interaction

A common phrase one sees in research is ensuring TAs are "helping not hovering". Research on this topic is reported in: Causton-Theoharis, J. & Malmgren, K. (2005) Building bridges: Strategies to help paraprofessionals promote peer interaction. *Teaching Exceptional Children*, 37(6), 18-24. Research shows that TAs used appropriately are often essential support for students in inclusive settings. However, inappropriate use of 1:1 TAs (excessive TA proximity to students & frequent removal by TA of students from their peers) has an unintended negative impact on student learning & relationships. This article notes, "Many students with disabilities, some by the nature of their disability, have difficulty with social interaction. They may misunderstand social cues, can be unaware of how to begin a conversation with a peer, or have trouble navigating turn taking in a social interaction. When we pair these students with adult one-on-one support, these difficulties can actually intensify. In some cases, the relationship that should occur naturally between peers is developed instead between the student & the paraprofessional." TAs may unintentionally discourage natural supports/help offered by other students. TAs may also inadvertently interfere with group work &/or speak on behalf of the student, thus limiting interactions. The article provides helpful ideas to address these problems including:

- ★ 10 Strategies to Promote Student-to-Student Interaction
- ★ 10 Behavioral Supports that are Social
- ★ 10 Interactive Student Responsibilities

See the left column for RI resources on this issue.

TA Qualifications Deadline

Federal & state laws establish January 8, 2006 as the date by which instructional TAs must be fully qualified. In June 2005, the US Department of Education issued a statement saying that it will use the same monitoring & enforcement timeline for TAs being fully qualified that it will use for teachers...that is, teachers need to be fully qualified by the end of the 2005-06 school year. RIDE will use this same end of the 2005-06 school year monitoring & enforcement timeline for teachers & TAs as the US Department of Education.

The Legal Requirements webpage on the TA website at www.ritap.org/ta has resources that explain requirements for TA qualifications. One is entitled, Checklists for Reviewing TA Qualifications. These checklists reflect federal & state requirements for pre-employment qualifications for instructional TAs, non-instructional TAs & other paraprofessionals. Employers of TAs or prospective TAs can use these checklists to evaluate the extent to which individuals meet requirements. Checklists are based on state legal minimums for requirements for individuals to be employed. Districts & related programs (e.g., Collaboratives, Charter Schools, State Operated Programs) can have requirements above state minimums (as some do)...but not below.

One option for being a fully qualified instructional TA is passing the ParaPro Assessment (along with other qualifications that must also be met). The next page of this newsletter provides information on ParaPro Training & Testing in RI. You can also go to the ParaPro webpage on the TA website at www.ritap.org/ta for additional resources & information.

Spotlight: Cumberland TA Supports

Susan Moore, Director of Special Education, 658-1600 x312, susan.moore@cumberlandschools.org, reports the Cumberland School Department employs 87 instructional TAs, 2 non-instructional TAs & 3 Certified Occupational Therapy Assistants (COTAs). Thirty (1/3) instructional TAs have 2 years college or more or an associate degree or higher. Most other instructional TAs have passed the ParaPro. The district had the small number of TAs not yet qualified at the beginning of the 2005-06 school year submit individual plans to become qualified to the district HR office. The district offers many TA supports.

- ★ Local Guidelines for TA Assignment reflect (1) determination through IEP & (2) having some assignments require special training.
- ★ Job Descriptions - Have a generic description for instructional TAs plus specialized job descriptions for TAs that work with children with (1) autism, (2) behavioral needs, (3) visual impairments (1:1) & (4) hearing impairments (1:1). Specialized job descriptions include duties & required TA PD tailored to needs of students with whom they work.
- ★ TA Orientation/Mentoring Program – Include new TAs in the general all new staff orientation to the district & to the school.
- ★ Training Teachers on Effective TA Use - Last year, teachers were trained through RIDE sponsored Training For Teachers On Effective TA Use. Teachers learned how TAs could be used more effectively in classroom-based support (rather than only 1:1), promoting greater student independence/their being less dependent on TAs. This was so well received that the district is planning another session this year building on last year's training. Page 1 of this newsletter has information on how your district can access this training.
- ★ Instructional Team Supports - TAs attend IEP meetings. Encourage teachers & TAs to attend training as teams. Middle school TAs use a form to share data with teachers on students with disabilities with whom they work in general education. High school TAs use a notebook & routine teacher/TA team meetings to facilitate teamwork.
- ★ TA PD - As required by state law, makes TAs aware of need for them to participate in ongoing PD re: their TA assignment & keeps district records of TA PD. Encourage TAs to attend RIDE TA Networks & TA courses on Behavior. Fund TAs to attend job-related training out-of-district. Partner with the union to disseminate information to keep TAs informed of state & local TA issues & resources including RIDE's TA newsletter. Use resources on the TA website for TA PD. Recent district TA PD: (1) hired Autism Project of RI to conduct a 9-week "Starting Point" course for certified & non-certified staff at no cost to participants; (2) 2 sessions of Non-violent Crisis Intervention training from which participating TAs received certification in CPI; (3) on-site training by TechAccess; (4) 2 Parapro "prep" classes; & (5) Workshop on children with Asperger's Syndrome. Part of this training was through district's PD Institute for both teachers & TAs after the end of the school year. TAs were paid their hourly wage to attend. Response was very positive.
- ★ ParaPro Supports – Provide TAs with ParaPro training, study guides & information on ParaPro issues, training & testing availability.
- ★ Career Ladder - Promote from within (a former TA is now a Grade 6 teacher). TAs can take an educational leave of absence.
- ★ TA Recruitment, Retention & Substitutes – Get many qualified applicants using newspaper ads, have dedicated TAs with little turnover & excellent pool for both short & long-term substitute TAs.

ParaPro Training & Testing

ParaPro training & testing listed below is available on a statewide basis. Internet-Based Testing (IBT) is taking the ParaPro on a computer. For specific dates, go to www.ritap.org/ta (TA website), ParaPro webpage.

★**Chariho** – Training \$40 & IBT ParaPro \$60. Call 315-2871 or adult.education@chariho.k12.ri.us or www.chariho.k12.ri.us & go to "District Info" & Adult Education link.

★**CCRI** – Training \$60. Call Lifelong Learning, 333-7070, jnash@ccri.edu.

★**Cranston** – IBT ParaPro \$60. Call 270-8180 or 270-8408, mboyajian@cpsed.net.

★**Genesis Center** - GED-like training on reading, math, & grammar skills. Call 781-6110 x19, mary@gcenter.com

★**Newport** – ParaPro training \$60. IBT ParaPro \$60. Call 847-7171, rid04940@ride.ri.net.

★**Providence** – IBT ParaPro (\$55). Call 276-4849, rderobbio@rwu.edu.

★**Washington County Adult Learning Center** - Training \$40. IBT ParaPro \$60. Call 783-0293, info@wcalc.org.

★**Woonsocket** – IBT ParaPro \$45. Call 767-4646, ride4646@ride.ri.net

★**Written Test Through ETS** – Remaining 2005-06 dates (all Saturdays): 1/7/06 (registration deadline 12/8), 3/4/06 (deadline 2/2), 4/29/06 (deadline 3/30), 6/10/06 (deadline 5/11). RI test centers for ALL test dates are: University of RI, Kingston; RI College, Providence; & Brown University, Providence. Testing is in Providence at Hope High School on all of these dates except June date & in Newport at Salve Regina on the Mar., & April dates. Cost \$40. ETS ParaPro Registration Bulletin provides registration forms & test information. Get this Bulletin at www.ets.org/parapro or 1-800-772-9476 or 1-609-771-7395.

TA Training

RIDE Sponsored Training: State law requires ongoing professional development (PD) for TAs related to their job assignments & that districts/employers maintain documentation of this. RIDE provides various TA PD supports to augment district/employer PD such as training listed below. Registration information has been emailed to the following with a request that they share with others: District TA Contacts, Directors of Special Education, Title I Directors, Principals, TA Training Programs & the TA Master Email List. Registration information is also located at www.ritap.org/ta, Training Opportunities Webpage, where people can either download the information & register by mail, fax or email or simply **REGISTER ONLINE** from this website. It is easy to do. Registration is on a first come/first served basis so register today! We thank the Educational Collaboratives that have demonstrated their commitment to TAs by providing space for these courses.

TA Training on Speech/Language

Speech/Language Training I: Core Competencies – This is a 5-week course, each session 3:30 – 6:30 pm. Trains TAs in competencies specified in State Guidelines for TAs Who Work with Students with Speech/Language Impairments under the Supervision of a Classroom Teacher: (1) speech/language development/ disorders; (2) roles & responsibilities of collaboration; (3) assistive technology/ positioning concerns; (4) strategies & modifications to enhance learning; (5) effects on social & academic performance. Choose from these 2006 sessions:

- ★ West Bay Collaborative, Mar. 1, 8, 15, 22, 29 **OR**
- ★ Northern RI Collaborative, May 17, 22, 24, 31, June 7

Speech/Language Training II: Articulation/Voice, Fluency & Multi-cultural Considerations – This is a 3-week course, each session 3:30 – 5:30 pm. (1) Articulation/Voice; (2) Fluency; (3) Multicultural Considerations. Select these 2006 sessions:

- ★ East Bay Collaborative, Jan. 23, 30, Feb. 6 **OR**
- ★ SORICO, Apr. 26, May 3, 10

TA Training on Behavior

Training for TAs Working With Students Whose Behaviors Interfere With Learning &/or Relationships – This course includes 4 sessions each from 3:30 to 6:30 p.m. It trains TAs in competencies specified in State Guidelines: (1) team models, cultural diversity & implications for classroom behaviors, & approaches to communication & advocacy; (2) instructional strategies for select behavioral disorders, referral process & Functional Behavior Assessment (FBA), design & management of individualized behavior programs, & working effectively with teachers to promote an orderly & safe learning environment; (3) function of behavior including FBA, documentation & record keeping tools, social skills programs, & strategies for teaching replacement behaviors; (4) cycle of escalation & de-escalation, medications & side effects, resources for restraint training, documentation & reporting, & crisis intervention. Choose from:

- ★ East Bay Collaborative – Held in October-November 2005
- ★ West Bay Collaborative – Jan. 4, 11, 18, 25 **OR**
- ★ SORICO – March 1, 8, 15, 22 **OR**
- ★ Northern Collaborative – April 3, 10, 14, May 1

2005-06 TA Networks Training

RIDE is continuing the popular TA Network Sessions. In October, participants heard an excellent session by Bill Eyman (see p. 2). Mark your calendars for the Winter & Spring TA Networks. Sessions provide both training & opportunities for TAs to network with other TAs. Sessions are open to anyone interested in TAs including TAs, teachers, administrators, etc. A Certificate of Attendance is provided for all participants. Professional Development Credits (PDCs) are available for those who are eligible to receive them. Participants can choose the date & location that best meets their needs. All sessions are 4:00-6:00 with light refreshments provided.

Winter TA Networks - January 2006

Topic: *Math Problem Solving/Critical Thinking - At the October 2004 TA Networks, these trainers presented on the basics of assisting with math instruction. This hands-on, interactive session was very well received. In January 2006, the presenters will return to provide new training on assisting in math instruction, focusing on:*

- *Problem Solving/Critical Thinking*
- *Integrating problem solving into instruction*
- *Talking with Students about their problem solving strategies*

Trainer: Dr. Anne Goodrow, Professor at RI College, & Jeanne Ballou, TA in Cumberland

- ★Jan. 9 (Jan. 23 snow back-up) - John Hope Settlement House, Providence
- ★Jan. 10 (Jan. 25 snow back-up) - East Bay Collaborative, Warren
- ★Jan. 11 (Jan. 18 snow back-up) - Northern Collaborative, Cumberland
- ★Jan. 12 (Jan. 19 snow back-up) - SORICO, North Kingstown
- ★Jan. 17 (Jan. 30 snow back-up) - West Bay Collaborative, Warwick

Snow Back-Up Plan – In case of snow, a decision will be made by 1:00 on the day in question regarding whether or not to cancel the session. If a decision is made to cancel a session, this information will be provided to radio stations throughout the state & to the site where the Network session is scheduled.

Spring TA Networks - April 2006

Topic: *Adolescent Literacy - Reading & Writing for Students in Middle & High School*

Presenter: Dawn August, Reading Specialist, Barrington

- ★April 4 - East Bay Collaborative, Warren
- ★April 5 – Northern Collaborative, Cumberland
- ★April 10 - John Hope Settlement House, Providence
- ★April 11 - West Bay Collaborative, Warwick
- ★April 12 - SORICO, North Kingstown

How to Register: REGISTER ONLINE for network sessions by going to the TA website at www.ritap.org/ta, then the Training Opportunities webpage. You can also download the registration form at this site & mail or fax it. The network registration flyer is also emailed to the following people for copying & sharing with TAs & others: Superintendents; District TA Contacts; State Union Identified TA Contacts; Principals; Special Education Directors; Title I Coordinators; Approved TA Training Programs; Education Collaboratives; Teacher Preparation Programs & people on our TA Master Email List.

Teacher Assistant Newsletter Distribution – Getting on the TA Master Email List

How we distribute our newsletter. We now email the newsletter to a large audience: Superintendents; District TA Contacts; State Union Identified TA Contacts; Principals; Special Education Directors; Title I Coordinators; Approved TA Training Programs; Education Collaboratives; Teacher Preparation Programs & people on our TA Master Email List.

How can you get a copy of the newsletter?

- ★Get on our TA Master Email List by mailing, faxing or emailing your name, phone & email to: Shirley Medeiros; RI Department of Education; Office of Teacher Certification; Shepard Building; 255 Westminster Street; Providence, RI 02903-3400; Fax: 401-222-2048; Email: Shirley.medeiros@ride.ri.gov
- OR -
- ★Go to the Resources webpage of our TA website at www.ritap.org/ta where you can download this & all back issues of our newsletter. At this site, you can also subscribe to the newsletter online.
- OR -
- ★Ask someone in your district such as your district's TA Contact, your principal or another TA to make you a copy. A listing of each district's TA Contact appears at www.ritap.org/ta (Networking section).