

Rutgers, The State University of New Jersey

**Clinical Practice Phase 3 Seminar:
English Education
15:255:532:98
Fall 2021
Thursdays 5:00—8:00 pm; 3 Credits
Canvas & Zoom**

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Office Hours: By appointment	Prerequisites or other limitations: Must occur concurrently with Student Teaching
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: Required course for English Teacher Certification program <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: From the instructor

Faculty Syllabus Statement for Disability Services: (last checked on ODS 3/8/21)

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COURSE DESCRIPTION

Learning goals

This Internship Seminar in English Education is designed to support student teaching experience in secondary schools by helping teacher interns to:

- (1) Reflect on their student teaching internship through open discussion, dialogue, and feedback.
- (2) Develop and refine a repertoire of skills and instructional strategies to plan for and deliver rigorous instruction and learning environments that support student growth and achievement.
- (3) Prepare for the job search process.
- (4) Consider specific approaches that support students' diverse needs, cultures, families, and communities, and foster an inclusive, caring learning environment.

In order to achieve these goals, the Seminar is designed around individual reflections, group discussions about the teaching internship experience; a lesson reflection; activities/presentations based on session topics; guest speakers/presenters; and Career Services workshops.

New Jersey Professional Standards for Teachers (2014)¹:

2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances

(1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

(3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances

(1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

(2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

(4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

(5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

(6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

5. Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances

(1) The teacher develops and implements projects that guide learners in analyzing the

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

(5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(8) The teacher develops and implements supports for learner literacy development across content areas.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances

(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

(6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge

(1) The teacher understands content and content standards and how these are organized in the curriculum.

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(5) The teacher knows a range of evidence-based instructional strategies, resources, and

technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. [\(to align with NJ special education priorities\)](#)

(6) The teacher knows when and how to adjust plans based on assessment information and learner responses.

(7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

iii Critical Dispositions

(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

(3) The teacher takes professional responsibility to use short--- and long---term planning as a means of assuring student learning.

(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances

(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

(4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

(5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

(6) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

(7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

(8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

(9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge

(1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and

engage all learners in complex thinking and meaningful tasks.

(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii Critical Dispositions

(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Council for the Accreditation of Education Professionals (2013)² (CAEP):

Standard 1: Candidate Knowledge, Skills and Dispositions

1.1 Content Knowledge and Pedagogical Knowledge

1.2 Instructional Practice-----Learning Learning Experiences

1.3 Instructional Practice-----Assessments

1.4 Instructional Practice-----Problem Solving

1.6 Learning and Learning-----Learning Experiences

Learner and Learning-----Relationships and Communication

Course Readings: *All readings/materials are available on Canvas.*

GRADING POLICY

Course final grade will be based on attendance, participation in the discussions and activities, reflection on teaching, assignments, and edTPA and *LiveText* requirements. In order to successfully build a supportive and inclusive learning/teaching community, all voices and contributions are expected in class and online discussions and activities. Therefore, each student must be fully prepared to engage in meaningful sharing, collaboration, and co-construction of knowledge.

Seminar Grading:

CTWS 50 points

—*Video Lesson & Plan (10)*

—*Analytic Commentaries (10)*

—*Student Assessment (10)*

—*Critical Friends Group (CFG) (20)*

CP Reflection Blog 20 points

Resume & Cover Letter 20 points

Participation/attendance 10 points

Total 100 points

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Grading Scale

A = 92—100

B+ = 87—91.99

B = 82—86.99

C+ = 77—81.99

C = 72—76.99

D = 60—71.99

All written work and presentations are expected to:

- Respond appropriately to the assigned task
- Present ideas in a clear, thoughtful, logical and organized manner
- Demonstrate critical thinking, and originality and creativity of thought and expression
- Synthesize readings and discussions
- Reflect evidence of professional habits of thinking and communication, and reflection on individual practice.
- Be submitted on time

Academic Integrity Policy:

Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

Attendance Policy

Regular, punctual attendance is required. Absences and tardiness will be penalized. You are allowed one excused absence. Should your cooperating teacher or the principal ask that you participate in a school event on Thursday (e.g. Back to School Night), please consult with me about missing class.

***N.B.:** Two (2) absences will incur the reduction of 1/2 grade; 3 absences will result in the lowering of your final grade by one letter grade; 4 absences in equivalent to a failing grade.*

Participation

In order to successfully build a supportive and inclusive learning and teaching community, each student is expected to attend all sessions, fully engage with and participate in all online activities and group work and discussions (synchronous and asynchronous), and complete all relevant surveys. “Active participation” includes but is not limited to consistent, timely, and meaningful contributions to the following: synchronous discussions, discussion posts, presentations, chats, blog posts, comment threads, surveys/polls, resources folders, CFGs, conferencing etc.

Please note that at times, the discussions about Clinical Practice can be of a sensitive nature. For this reason, you are expected to not only be respectful of but also honor the confidentiality of any information shared in class. Each week, students will participate in a range of experiences including discussing and debriefing student teaching experience, providing peer feedback, designing lessons/units, reflecting on teaching, and resume writing. **All work must be submitted on time.**

SEMINAR ASSIGNMENTS

Clinical Teaching Work Sample (CTWS) (50 points)

The CTWS assignment comprises: 1) VIDEOTAPED Lesson 2) LESSON PLAN 3) STUDENT ASSESSMENT 4) edTPA COMMENTARIES and 5) CRITICAL FRIENDS GROUP (CFG) feedback on a lesson that you designed and taught during a full instructional period in your student teaching classroom. In order to fulfill this assignment the Teacher Candidate (TC) must submit the following:

- (1) **Lesson plan**
- (2) **10-minute video clip recording** of lesson
- (3) **edTPA Commentaries** on *Context for Learning, *Planning, *Instruction
- (4) **Student Assessment Commentary AND Artifactual evidence** of student work with corresponding teacher feedback
- (5) **Reflection on lesson** based on feedback from your Critical Friends Group (CFG).

1 & 2) Videotaped Lesson & Lesson Plan (15%):

TC must submit a 10-minute video of ELA lesson with accompanying lesson plan for instructor and CFG feedback.

3) Commentaries (15%)

TC must compose 3 types of analytic commentaries as part of the CTWS: *Context for Learning, Planning, and Instruction.*

4) Assessment Commentary & Evidence (10%)

TC must provide artifactual, qualitative, and quantitative evidence of student work, and teacher feedback AND complete Assessment Commentary.

—Select one assessment (small group/whole class etc.) from your video lesson that you used to evaluate all students' developing knowledge and skills.

—Define and explain: the evaluation criteria used to analyze student learning, and identify quantitative and qualitative patterns of learning.

—Identify **3 students to whom you provided specific feedback AND provide the specific artifactual evidence** demonstrating how you differentiated instruction for each of the 3 students (e.g. written script etc.).

Note: *The three students must be at varying levels of proficiency (i.e. one "high performing", one "average," and one "low performing").*

5) Critical Friends Group (20%):

Critical Friends Group (CFG) comprises 3-4 peers who will provide mutual support and honest, critical feedback intended to help each TC modify, adapt, revise instruction to better support student learning. Each CFG will provide written and oral feedback, constructive criticism, and analysis on the CTWS designed to offer insights and deepen the quality of the TC's reflective practice. The TC is expected to receive oral and written feedback from the CFG. The TC is then expected to use peers' feedback to extend thinking, reflect on, modify, and improve teaching AND to revise responses to Reflection prompts.

GUIDELINES

NOTE: *Each TC is responsible for making the necessary arrangements for videotaping etc., including any particular permission/consent requirements and recording devices. TC will not receive credit for this assignment if video clip malfunctions; points will be deducted for video clips that exceed required time.*

Using the *edTPA lesson plan*, the TC must design and record **one English/Language Arts lesson** of choice from Clinical Internship.

**Prior to teaching the lesson*, TC must: a) Sign up for your presentation date with your CFG; b) submit an outline of lesson plan to instructor for feedback. Upon receiving feedback, complete the *Context for Learning and Planning Commentary*.

**Videotape the lesson*

**After teaching the lesson, review the lesson and write Instruction and Assessment Commentaries AND a Reflection*

**Immediately following the lesson presentation, TC must write a reflection using the Clinical Teaching Work Sample (CTWS) Reflection prompts. Reflection should address Planning, Instruction, and Assessment.*

**Prior to discussing this lesson in class with the respective Critical Friends Group (CFG), TC must upload the CTWS materials: video, lesson plan & relevant supporting materials, Commentaries (Context for Learning, Planning, Instruction, and Assessment) and Reflection.*

**Following oral and written feedback from CFG, TC will revise Reflection and Commentaries accordingly.*

Format:

Lesson plan: a) No more than 4 pages b) *content standards, *clearly written objectives, *formal and informal assessments aligned with the objectives, and *instructional strategies and learning tasks that support diverse student needs, and c) resources or materials used to engage students in learning.

Guidelines: edTPA Commentaries

The edTPA national performance-based assessment of teaching performance is designed to engage TCs in demonstrating their understanding of teaching and learning in authentic, experiential ways as well as their readiness for full-time classroom teaching position. The edTPA is focused on student learning and is designed around the principles that successful teachers follow, including the need to:

- Apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy,
- Develop and apply knowledge of their learners' varied needs,
- Consider research/theory about how learners learn, and
- Reflect and act on evidence of the effects of their instruction on learning and/or performance.

CONTEXT & PLANNING, INSTRUCTION, AND ASSESSMENT COMMENTARIES

*The Teacher Candidate (TC) must plan, teach (and videotape), and assess a *lesson with PK-12 students during his/her Clinical Experience. Based on this lesson, the Teacher Candidate is required to submit written responses to the Context for Learning, and Commentary questions in each of the three areas: Planning, Instruction, and Assessment. (See: Clinical Teaching Work Sample 2 (CTWS 2))*

Context for Learning

TCs will respond in no more than 2 single-spaced pages describing the school, classroom, course and students.

Task #1 - Planning

TCs will create a sequence of 3-5-day teaching segment for English/ELA instruction comprising 3-5 lessons. Submit these lessons and the related materials and resources as well as to compose planning commentary on the central focus, student knowledge, language, and assessments.

Task #2 - Instruction (Teaching Segment)

TCs will submit 20-minute video clips of themselves teaching the 3-5 English/ELA lessons identified in Task #1. TCs will reflect on their instruction in the commentary using research and academic language and making direct references to video evidence/examples. *The focus is less on whether the teaching segment demonstrates proficiency, and more on the TC's skill in analyzing and reflecting on the segment and explaining how it could be improved.*

Task #3 – Assessment

TCs will be required to plan and administer an assessment and a rubric to assess learning, AND gather students' work samples. TCs will then compose a summary and analysis of the whole class along with more detailed analysis of 3 students' work samples. When doing so, TCs must include commentary using research and academic language.

CLINICAL PRACTICE BLOG (20 points)

As educators, we must not only learn to pay critical attention to our actions, questions, ideas, and experiences, but also find ways to systematically record and then consciously engage with the decisions we make daily in the classroom. The process of recording, reviewing, contemplating, questioning, and evaluating experiences are at the core of reflective practice. Indeed, one important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. Your **Clinical Practice Blog** is a teaching journal intended to help you monitor your own development and guide your reflection on and examine your everyday teaching experiences, by allowing you an opportunity to record your experiences, reflect on them, and gain insights and feedback on your practice. Your critical reflections in the blog will inform one-on-one consultations with the instructor.

Format: You are expected to write a minimum of **10 weekly entries**—one entry per week—about your internship experience. Each entry should be between 200–300 words. Entries can (and occasionally should) include photos, samples of students work, and/or other artifacts. At the end of the semester you will review your entries and compile a summative statement of *what you have learned as a teacher, * your ongoing challenges, and *some of the actions you intend to take to continue to expand your expertise.

Due Date: Entries are due by 11:55 p.m. on the Thursday of each assigned week.

RESUME & COVER LETTER (20 points)

An important part of preparing for the job search process involves crafting a professional resume and cover letter. As such, TCs will be expected to compose a working draft of their resumes and cover letters that will eventually be used to support their candidacy for a job. Part of this writing and preparation process involves a) composing an individual resume and cover letter, b) peer and instructor feedback on drafts, and c) attending or participating in at least one Career Services Mock Interview/Resume Writing Workshop. At the end of the course, students are required to submit a final draft of a resume and sample cover letter for a prospective ELA teaching position.

WEEKLY SESSION OUTLINE

Session	Date	Topic	Readings & Activities	CTWS & edTPA Tasks	Assignments
1.	Sept 2	Becoming a reflective practitioner		<i>*Videotape a lesson. *Provide a Context For Learning Commentary describing your role.</i>	
2.	Sept 9	Community, Culture and Classrooms: Creating opportunities for learning	Reading: TBA <i>*Bring in an artifact that demonstrates your effort to involve and communicate with families and/or the community (e.g., a welcome letter, newsletter, interactive homework assignment...)</i> <i>*Bring one artifact (or photo) demonstrating how you and/or your co-operating teacher build classroom</i>	<i>*Videotape a lesson *Submit video & accompanying lesson plan to CFG for review. *Provide Commentaries for Context For Learning AND Task #1 Planning</i>	CP Blog #1
3	Sept 16	Documenting student learning Video Review #1	Reading: TBA <i>*Bring 3 samples of student work</i> <i>*CFG Meeting</i>	<i>*Videotape a lesson</i>	CP Blog #2 *Video Review #1
4	Sept 24	Cooperative Learning Strategies, and Group Work.	Tomlinson—"Becoming architects" <i>*Bring Lesson plan involving cooperative learning.</i>	<i>*Videotape a lesson *Submit video & accompanying lesson plan to CFG for review. Write a Task #1 Planning AND Task # 2 Instruction Commentaries *Submit video & accompanying lesson plan to CFG</i>	CP Blog #3
5	Sept 30	Resume Writing and Interviewing Video Review #2	<i>*Create a draft of your resume, and bring it with you for today's overview.</i> <i>*CFG Meeting</i>	<i>*Videotape a lesson</i>	CP Blog #4 Video Review #2
6	Oct 7	Differentiating instruction by content, instruction, and product	Pierce & Adams—"Tiered Lessons" <i>*Bring examples of differentiated lessons from your classroom</i>	<i>*Videotape a lesson *Submit video & accompanying lesson plan to CFG *Write a Task #1 Planning AND Task # 2 Instruction Commentaries</i>	CP Blog #5
7	Oct 14	Special Education: Special services, strategies for assessing, referring, and co-teaching. Video Review #3	Brady—"Section 505: Student Eligibility" Murawski & Hughes—"Response to Intervention" <i>*CFG Meeting</i>	<i>*Videotape a lesson</i>	CP Blog #6 Video Review #3

8	Oct 21	Role of afterschool and communities	Lobman, Carrie, (2011). Democracy and development: The role of outside of school experiences in preparing young people to be active citizens.	<i>*Videotape a lesson</i> <i>*Submit video & lesson plan to CFG</i> <i>*Write Commentaries for Task #1 Planning, Task # 2 Instruction AND Task 3, Assessment</i>	CP Blog #7
9	Oct 28	Working with ELL Students Video Review #4	Reading: TBA <i>*Resume & Cover Letter Workshop</i> <i>*CFG Meeting</i>	<i>*Videotape a lesson</i>	CP Blog #8 Video Review #4
10	Nov 4	Digital Technology & Multimodality in the Classroom Video Review #5	Reading: TBA <i>*Keep a running record of frequency and types of technology used in your classroom.</i> <i>*Choose a lesson or activity that you are most proud of and prepare a poster presentation on it.</i> <i>*CFG Meeting</i>	<i>*Videotape a lesson</i> <i>*Submit video & lesson plan to CFG</i> <i>*Write Commentaries for Task #1 Planning, Task # 2 Instruction AND Task 3, Assessment</i>	CP Blog #9 Video Review #5
11	Nov 11	Gallery Walk	Reading: TBA <i>*Poster presentation of lesson or activity</i> <i>*edTPA Review</i> Resume & Cover Letter Workshop	<i>*Videotape a lesson</i> <i>*Identify a 3-5 lesson learning segment</i> <i>*Write Commentaries for Tasks #1 #2 & #3.</i> <i>*Provide samples of student work & feedback</i>	CP Blog #10 Poster Presentation
12	Nov 18	Mentors and Models	Reading: TBA <i>*Bring an example of your strongest activity or lesson thus far OR a mentor/model text consider innovate (lesson, strategy etc.) of something that inspires you).</i>	<i>*Videotape a lesson</i> <i>*Identify a 3-5 lesson learning segment</i> <i>*Write Commentaries for Tasks #1 #2 & #3 (with evidence).</i>	CP Blog #11
13	Nov 25		CTWS Feedback & Revisions		
14	Dec 2		<i>*Summative self-analysis</i> <i>*Debrief</i>		Resume & Cover Letter CP Blog #12
15	Dec 9		<i>*Consultation/Conferences</i>		CTWS (LiveText)