

Ashland University  
Dwight Schar College of Education  
Department of Doctoral Studies and Advanced Programs  
Syllabus and Calendar  
Online Coursework

Instructor: Dr. Jennifer Groman

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Semester: Fall, 2020

Zoom office hours Wednesdays, 6:30-8:00pm

[Zoom link on Blackboard]

Other times by appointment

Ungrad/GRAD XXX

Credit Hours: 3

Field/Clinical Hours: 90

Course number & title:

EDIS 796, Internship in Talent Development Education

Department(s):

Doctoral Studies and Advanced Programs

Catalog description:

This course provides an internship experience with identified gifted and talented students so that the student can demonstrate the knowledge gained in the prerequisite classes. This is a 3-semester hour experience of 90 clock hours. Completion of this Internship will satisfy the requirement for direct experience with identified gifted and talented students necessary for certificate endorsement for the Endorsement of Gifted Education in Ohio. This course provides an opportunity for the graduate student to show application of one or more of the Ohio Department of Education Gifted Competencies (a) through (h), and with the five other courses in the endorsement sequence prepares the graduate student for the Ohio Assessments for Educators Gifted Assessment (053). This course fulfills state requirements for the Ohio Intervention Specialist/Gifted Endorsement.

Note: This does **not** satisfy the capstone requirement for the **Masters of Education** in Curriculum and Instruction With Emphasis in Talent Development Education.

Prerequisites:

EDIS 650, 651, 652, 653, 654, (4 courses must be completed) and permission of the program director.

The enrollment restriction (s) for this course is (are):

25

Fees and charges:

Tuition. May include a technology fee.

Effective catalog date for this master syllabus:

Student assessment criteria:

Students will be assessed using an Internship Plan, Lesson Plan, Log of contact hours, observations by a Site Supervisor and the University Supervisor, Resource Notebook, and a Final Reflection Paper.

Required texts and/or references:

None

Description of field/clinical experiences:

FIELD EXPERIENCE

The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours for this purpose:

- 50 or more hours contact with gifted individuals;
- up to 15 hours compiling the Resource Notebook; and
- the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

CLINICAL EXPERIENCE

Faculty who frequently teach the course:

Licensure programs in which course is required:

Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

Graduate Credit Only

**Graduate Online Course Statement**

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course.

**Academic Integrity Policy**

Students are expected to abide by the academic integrity standards outlined in the official Academic Integrity policy. This policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

**Academic Support Services**

The Graduate, Online, and Adult Center for Academic Support (GOAS Advising) assists online and adult students throughout their academic journey from admission to program completion. The advising staff can assist students with degree planning, course registration, campus resources, academic success strategies, university policies, and procedures. For more information, visit their website at <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support>.

Contact Information: Email: [goa-advising@ashland.edu](mailto:goa-advising@ashland.edu), Office Phone: [419-289-5081](tel:419-289-5081)

### **Student Accessibility Services Statement**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

### **Ashland Multiliteracy Center (AMuLit Center)**

The writing center has expanded to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [amulitcenter@ashland.edu](mailto:amulitcenter@ashland.edu).
- Visit our graduate services webpage for more information - <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>

### **The AU Healthy Minds App**

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

### **Attendance Reporting**

Students are required to participate in a course related activity within the first three days of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

**Course content:**

**REQUIREMENTS FOR INTERNSHIP:**

In this course you will be showing how you accommodate the needs of gifted students (academic, creative, visual/performing arts, cognitive, and/or social-emotional needs) in your classroom. This is a pass/fail class. All components of the course must be completed with a passing score.

There are support documents and templates on Blackboard. The Letter for Districts is an explanation of the course and expectations for your administration, if one is needed. In addition, documents outlining the procedure for the Ohio Assessments for Educator exam and applying for the endorsement are available on Blackboard.

You can begin your log right away.

Observations should be completed before Week 10/the Monday before Thanksgiving.

Resource Notebook meeting should take place before or after the University Supervisor observation OR during Week 11. If you plan to have a Week 11 meeting, sign up using the link on Blackboard.

All written work should be submitted on Blackboard by the end of Week 11, Sunday, December 6, 2020, by midnight. A list of all activities and documents appears below, details appear later in this syllabus.

1. Internship plan (an overview of your specific teaching context)
2. Lesson plan (for a lesson Dr. Groman will observe)
3. Log of contact hours with and planning for the gifted (required by ODE for GIS endorsement)
4. Schedule your observation
5. Observation form
6. Observation by Dr. Groman
7. Resource Notebook sharing
8. Final program/course reflection

**3. Student learning outcomes for the course:**

**a. Knowledge and Skills for Planning the Internship**

**As applied to the Levels of Bloom's Revised Taxonomy**

**K=Knowing, U=Understanding, A1=Analyzing, A2=Applying, E=Evaluating, C=Creating**

Knowledge and Skills	Levels of Bloom's Revised Taxonomy (2002)	Applicable TDE Course
1. The intern will demonstrate understanding of the developmental levels and characteristics of gifted and talented individuals	K, U, A1, E	EDIS 650, 653
2. The intern will demonstrate a knowledge of sources of differentiated materials for individuals with gifts and talents.	K	EDIS 651
3. The intern will use technology in planning and managing the teaching and learning environment.	U	EDIS 650, 651, 652, 653, 654
4. The intern will demonstrate knowledge of the selecting, adapting, and using instructional strategies and materials according to the characteristics of individuals with gifts and talents, including students of diverse background, including Appalachian, African American, Asian, Hispanic/Latino, American Indian, second language learners, learning disabled, physically handicapped, and others.	U, A1, A2, E, C	EDIS 650, 653

5. The student will use instructional time effectively.	K	EDIS 651
6. The student will teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
7. The intern will integrate the materials with national, state, and local curricula standards.	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
8. The intern will be able to select instructional models to differentiate specific content areas.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
9. The intern will design learning environments that encourage active participation in individual and group activities.	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
10. The intern will demonstrate knowledge of models and strategies for consultation and collaboration.	K, U, A1, A2, E	EDIS 651, 652
11. The intern will use strategies to facilitate effective integration into various settings such as self-contained, resource room, and consultation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
12. The intern will integrate social skills into the curriculum	K, U, A2, E, C	EDIS 650, 653
13. The intern will conduct self-evaluation of instruction.	K, U, A2, E, C	EDIS 651, 653, 654
14. The intern will use verbal, nonverbal, and written language effectively	K, U, A2, E, C	EDIS 650, 651, 652, 653, 654
15. The intern will create and maintain records.	K	EDIS 651, 652
16. The intern will use technology to conduct assessments.	U	EDIS 651, 652, 653
17. The intern will communicate with school personnel about the characteristics and needs of individuals with gifts and talents.	K, U, A2, E, C	EDIS 650, 651, 652, 653, 654
18. The intern will model techniques and be able to coach others in the use of instructional methods and accommodations.	A2	EDIS 651, 652, 654
19. The intern will encourage students in self-expression, discussion, and creation		EDIS 654

**b. Knowledge and Skills The Intern Must Demonstrate While Teaching**

<b>Knowledge and Skills</b>	<b>Levels of Bloom's Revised Taxonomy (2002)</b>	<b>Applicable TDE Course</b>
The intern will set high expectations for student performance	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
The intern will incorporate activities for students to apply new knowledge	K, U, A1, A2, E, C	EDIS 651, 652, 654
The intern will engage students in planning, monitoring, or assessing their learning	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to express their thoughts	C	EDIS 651, 652, 653, 654
The intern will encourage students to reflect on what they learned	A1, C	EDIS 651, 652, 653, 654
The intern will accommodate individual or subgroup differences	K, U, A1, E	EDIS 650, 651, 652, 653, 654
The intern will encourage multiple interpretations of events and situations	K, U, A1, E, C	EDIS 651, 652, 654
The intern will allowed students to discover key ideas individually	C	EDIS 651, 652, 653, 654
The intern will engaged students in problem identification and	C	EDIS 651, 652, 653, 654

definition		
The intern will engage students in solution-finding activities and comprehensive solution articulation	K, U, A1, A2, E, C	EDIS 651, 653, 654
The intern will provide opportunities for students to generalize from concrete information to the abstract	K, A 1, A2, E	EDIS 651, 652, 653, 654
The intern will encourage student synthesis or summary of information within or across disciplines	C	EDIS 654
The intern will solicit many diverse thoughts about issues or ideas	C	EDIS 652, 652, 653, 654
The intern will encourage students exhibit the five core attitudes for creativity: openness to experience, risk-taking, self-discipline, tolerance for ambiguity and group trust	C	EDIS 654
The intern will encourage students to use the Seven I's: Intuition, Insight, Incubation, Inspiration, Improvisation, Imagery, Imagination	C	EDIS 654
The intern will encourage students to engage in creative meditation, thinking, and to set their own creativity rituals	C	EDIS 654
The intern will require students to gather evidence from multiple sources through research-based techniques	K, U, A1, A2, E	EDIS 651, 652, 653
The intern will provide opportunities for students to analyze data and represent it in appropriate charts, graphs, or tables	K, U, A1, A2, E, C	EDIS 650, 651, 652, 653, 654
The intern will ask questions to assist students in making inferences from data and drawing conclusions	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will encourage students to determine implications and consequences of findings	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will provide time for students to communicate research study findings to relevant audiences in a formal report/presentation	K, U, A1, A2, E, C	EDIS 651, 652, 653, 654
The intern will use technology to enhance teaching	K, U, A2, A2, E, C	EDIS 651, 652, 653,654
The intern will encourage students to use technology to enhance learning	K, U, A2, A1, E, C	EDIS 651, 652, 653, 654

**4. Student assessment criteria for the course (Site Observations and Resource Notebook):**

Site Observation - Rubric Scores

3 = Exceeds Expectations		2 = Meets Expectations		1 = Emerging	
Ohio Department of Education Professional Development Competencies in Gifted Education. An additional competency statement in the area of creativity is included that reflects Ashland University's focus on creativity.		Graduate Student (GS) Statement What the University Supervisor will/might see during the observation that shows understanding of the competency?	GS Self-Rating	Observations by (circle one)  Site Supervisor (SS) Comments here	SS Rating
Choose at least one of these	a) The ability to differentiate instruction based on a student's readiness, knowledge, and skill level, including using accelerated content, complexity, depth, challenge, creativity, and abstractness.				
	b) The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.				
	c) The ability to provide an extension or replacement of the general education curriculum, the learning process through strategies such as curriculum compacting and to select assignment and projects based on individual student needs.				
Choose at least two of these.	d) The ability to understand the social and emotional needs of the students who are gifted and address the impact of those needs on student learning.				
	e) The ability to recognize and respond to the characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments.				
	f) The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted.				
	g) The ability to select, use, and interpret technically sound formal and informal assessments to inform academic decision-making.				
	h) The ability to participate in the development of the Writing Education Plan. [Make arrangements for the Supervisor to view and discuss with you a WEP you have developed]				
	AU) The ability to incorporate core attitudes, the Seven I's, Creative Problem Solving, and other aspects of creativity (self-discipline, risk-taking, group trust, naiveté, intuition, tolerance for ambiguity, inspiration, intuition, insight, improvisation, imagery, imagination, respect for solitude, creativity rituals, divergent thinking) and the creative process.				

**Resource Notebook Form**

This grid allows the graduate student a place to notate talking points for a discussion with the University Supervisor about the Resource Notebook during the site visit. The graduate student will walk the University Supervisor through the organization of the notebook and use the prompts to talk about the notebook and assign a grade of Pass or Fail.

Prompts	Graduate Student	University Supervisor
What work in this notebook are you most proud of?		
What work in this notebook do you think will be the most valuable?		
Discuss at least one specific way/area you will continue to use and add to this notebook.		
What suggestions do you have relevant to the Resource Notebook?		
Anything else? If there is a course missing, include that here and when you plan to take that course.		
Pass/Fail Required Components from the "Resource Notebook Contents." Especially important here are: the Directives/Guidelines; Local Documents; and useful materials from each course in the sequence.	What grade do you assign?	What grade do you assign?
Pass/Fail Organization and Structure Especially important here are: the ease of finding, using, and sharing items from the notebook; and the capability of the notebook to be updated.	What grade do you assign?	What grade do you assign?
Notebook Assessment: Pass/Fail	What grade do you assign this notebook?	What grade do you assign this notebook?

**5. Program/Department student learning outcomes assessed:**

The program student learning outcomes as approved by the Ohio Board of Regents state that this course meet the fourth assessment. The intern fills out an individual In-School Internship Plan below, and the University Supervisor discusses it with the intern and they reach a mutual agreement about what will be observed and assessed.

The fourth and fifth assessments in this course, having to do with the endorsement candidate's effect on K-12 learning, consists of an observation protocol and specific assignments to demonstrate evidence of successful teaching, and is administered to those receiving the Endorsement, in EDIS 796, Field Experience in the Education of the Talented.



**6. Additional information: Detailed checklist of 796 components**

	<p><b>Internship Log.</b> You can begin logging hours from the beginning of your semester with students. Ashland University requires a log of 90 hours for this Internship, which includes:</p> <ul style="list-style-type: none"> <li>• 50 or more hours contact with gifted individuals;</li> <li>• up to 15 hours compiling the Resource Notebook; and</li> <li>• the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.</li> </ul> <p>Due at the end of Week 11.</p>
	<p><b>Attendance at a minimum of one Wednesday Zoom drop-in office hours.</b> Dr. Groman (the University Supervisor) holds a separate Zoom session in Week 2 to answer question specific to EDIS 796 (this is optional). However, you are required to visit one Zoom office hour before October 22 or schedule a virtual meeting at another time, to schedule your observation so we can talk through the day, time, class, and the format of your observation.</p> <p>Plan to do this before October 22.</p>
	<p><b>Internship Plan.</b> An Internship Plan is submitted that includes an overview of the student population and context, as well as a reflection on how this impacts the graduate student’s teaching of the gifted and how gifted students are accommodated in their classroom. This information prepares the graduate student to consider what they would like their University Supervisor observation to include. There is a template on Blackboard.</p> <p>Submit Internship Plan on Blackboard at least three days prior to University Supervisor Observation.</p>
	<p><b>Lesson Plan.</b> When the graduate student has decided on a lesson for the observation, an Ashland University formatted Lesson Plan should be completed. This includes learner profiles for five specific students who should be formally identified gifted. Fill out this form as completely as possible, especially including how you will differentiate for gifted students. There is a template on Blackboard and a Lesson Plan explanation document.</p> <p>Submit Lesson Plan on Blackboard at least three days prior to University Supervisor Observation.</p>
	<p><b>Visit the Observation Sign-up Sheet to schedule your observation or indicate that you will submit an asynchronous video.</b></p> <p>If you opt to submit a video, please visit the sign-up sheet and indicate this, you may submit this any time before the end of Week 11. If you opt for a synchronous observation, please try to schedule it Monday, November 1 through Friday, November 20. Earlier dates can be accommodated, contact Dr. G. See Blackboard sign-up sheet.</p>

	<p><b>University Supervisor Observation Form</b> The graduate student completes the Teacher Observation Form, indicating a self-rating of a choice of competencies [at least one of the competencies a) – c), and at least two of the competencies d) – AU)] that will be evident during the observation.</p> <p>Submitted at least three days prior to University Supervisor Observation.</p>
	<p><b>University Supervisor Observation.</b> University Supervisor observes the intern from 1.5 to three hours, completes the observation form and returns it to the graduate student via Blackboard. Observations may be:</p> <ul style="list-style-type: none"> <li>*synchronous all-virtual (I attend via my computer camera to observe a virtual lesson as it occurs)</li> <li>*synchronous part-virtual (I attend via my computer camera to observe a face-to-face lesson as it occurs)</li> <li>*asynchronous video lesson (I view a video of a lesson you teach virtually or face-to-face after the fact). There will be a dropbox for you to share a link to this video.</li> <li>*you may request a synchronous face-to-face visit, but Ashland has severely limited my ability to travel for observations. If it works distance and timewise, I might be able to accommodate this.</li> </ul> <p>[You and I will talk over the Observation at the Resource Notebook meeting. You may also request an online or phone appointment to discuss the results immediately after the observation or drop into a Zoom office hour]</p> <p>The University Supervisor Observation Form will be returned to the student with comments and a score after the observation, via the Blackboard dropbox.</p>
	<p><b>Resource Notebook Form and Resource Notebook.</b> You will schedule a 20 minute Zoom meeting with Dr. Groman to share your in-progress or completed notebook. You may plan to do this immediately before or after your observation, if it is synchronous, or you may schedule it any time during the semester.</p> <p>Use the calendar on Blackboard to sign up for a meeting the Monday and Tuesday of Week 10, or Week 11. Other times may be accommodated, email Dr. Groman or stop into a drop-in office hour session to schedule.</p>
	<p><b>Internship Reflection.</b> After the observation the graduate student writes a 500-600 word reflection essay on the experience, which includes a philosophy statement. Refer to the Reflection Paper Format document on Blackboard.</p> <p>Turn in Internship Reflection on Blackboard by the end of Week 11.</p>

**Bibliography:**

- The student will use the assigned textbooks for the course EDIS 650, 651, 652, 653, and 654 in planning this internship as well as course textbooks used in their districts.

**EDIS 796, Fall, 2020 Calendar**

<p><b>Week 1</b> <b>Sept. 21-27</b></p>	<p>-Blackboard opens. View the videos, documents, and templates. -Start Internship Log. -Begin considering your lesson focus for the observation. -Begin considering the format of your observation (in-person, video submission, synchronous session with Dr. Groman on Zoom and your class live, synchronous online session, or other possibility).</p> <p><b>Wednesday, 6:30-8:00pm See link on Blackboard.</b> Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis.</p>
<p><b>Week 2</b> <b>Sept. 28 – Oct. 4</b></p>	<p>Begin scheduling observations Start Internship Plan and Lesson Plan</p> <p><b>Wednesday, September 30</b> <b>6:30 – 8:00pm Zoom drop-in office hours for all classes</b> <b>7:30 – 8:30pm Optional Zoom drop-in Q&amp;A session for 796 only.</b> I have office hours from 6:30-8:00. After 7:30, you are welcome to stop by to ask questions, work through ideas, or get clarification on the 796 work, or schedule future observations or appointments. Not required, but you should attend at least ONE of the drop-in office hours before October 22.</p>
<p><b>Week 3</b> <b>Oct. 5 – 11</b></p>	<p>Schedule your observation with Dr. Groman. Work on Internship Plan and Lesson Plan</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard.</b> Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification on any work. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis.</p>
<p><b>Week 4</b> <b>Oct. 12-18</b></p>	<p>Schedule your observation with Dr. Groman by next week. Work on Internship Plan and Lesson Plan, and Observation form before your observation.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>

<p><b>Week 5</b> <b>Oct. 19-25</b></p>	<p>Have your observation scheduled on Dr. Groman’s calendar by Wednesday of this week. Work on Internship Plan and Lesson Plan, and Observation form before your observation.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard.</b> You are required to attend one drop-in office hour session before October 22 to discuss and schedule your observation with Dr. Groman and work out logistics.</p>
<p><b>Week 6</b> <b>Oct. 26 -</b> <b>Nov. 1</b></p>	<p>Work on Internship Plan and Lesson Plan, and Observation form before your observation.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>
<p><b>Week 7</b> <b>Nov. 2 – 8</b></p>	<p>Work on Internship Plan and Lesson Plan, and Observation form, submit at least three days before your observation.</p> <p><b>Observations:</b> If you opt for a synchronous observation, please try to schedule it Monday, November 1 through Friday, November 20. Video submissions can be posted to the dropbox any time.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>
<p><b>Week 8</b> <b>Nov. 9 – 15</b></p>	<p>Work on Internship Plan and Lesson Plan, and Observation form, submit at least three days before your observation.</p> <p><b>Observations:</b> If you opt for a synchronous observation, please try to schedule it Monday, November 1 through Friday, November 20. Video submissions can be posted to the dropbox any time.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>
<p><b>Week 9</b> <b>Nov. 16 – 22</b></p>	<p><b>Observations:</b> If you opt for a synchronous observation, please try to schedule it Monday, November 1 through Friday, November 20. Video submissions can be posted to the dropbox any time.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>

<p><b>Week 10</b> <b>Nov. 23 – 29</b></p>	<p><b>Thanksgiving Week.</b> Breathe. Enjoy food and family.</p> <p><b>If you wish, you may schedule your Resource Notebook Meeting</b> Monday, November 23, or Tuesday, November 24. Link to the sign-up sheet on Blackboard.</p> <p><b>No Zoom office hours.</b></p>
<p><b>Week 11</b> <b>Nov. 30 –</b> <b>Dec. 6</b></p>	<p><b>Resource Notebook Meetings this week if not already completed as part of the observation.</b> Link to the sign-up sheet on Blackboard. Have all paperwork turned in by the end of this week.</p> <p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p>
<p><b>Week 12</b> <b>Dec. 7 – 13</b></p>	<p><b>Zoom Drop-in Office Hours</b> <b>Wednesday, 6:30-8:00pm See link on Blackboard</b></p> <p>I will return submissions, grades, and comments back to the dropbox.</p>