



This course supports the assessments for Introduction to Preclinical Experiences. The course covers 9 competencies and represents 3 competency units.

Introduction

Overview

This course comes at a critical point in your path toward becoming a teacher. You will have the chance to apply what you have learned in previous courses by watching and responding to videos of teachers in classroom situations. You will reflect upon your previous coursework as you prepare for the additional courses and requirements necessary before field experiences (including Demonstration Teaching) and graduation.

In the first part of this course, you will watch videos of National Board Certified Teachers in their classroom settings. You will dedicate ten hours of viewing time to each of four important themes: Classroom Environment and Management, Standards, Academic Language, and Classroom Discourse, Diverse and Exceptional Learners, and Instructional Models and Strategies. Together with reading and reflecting on the associated teacher commentaries, this work will account for 40 hours of the 100 hours of preclinical experience required prior to demonstration teaching. You will complete the remaining 60 hours during the preclinical course in a subsequent term.

Philosophy of Teaching

You will also begin to describe your current teaching philosophy in this course, which will assist you in completing a related required task in Demonstration Teaching.

Read the explanation of the Philosophy of Teaching Statement in the WGU Student Handbook:

- [Philosophy of Teaching Statement](#)

Course Introduction

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Competencies

This course provides guidance to help you demonstrate the following 9 competencies:

- The graduate analyzes the theoretical and practical implications of various instructional practices intended to support classroom management, engagement, and motivation.
- The graduate analyzes the theoretical and practical implications of various instructional practices intended to support equity and the teaching of diverse learners.
- The graduate evaluates various uses of academic language and classroom discourse to determine possible theoretical and practical implications for instructional practice and student learning.
- The graduate analyzes the theoretical and practical implications of various instructional strategies and models intended to support teaching and learning.
- The graduate analyzes the use of standards, state and federal regulations, and educational policy for classroom teaching and learning.
- The graduate analyzes the legal and ethical responsibilities of teachers in the classroom.
- The graduate analyzes how various professional practices intended to support learners relate to theories of learning and development.
- The graduate analyzes the effectiveness of instructional practices intended to address atypical development and exceptional learning.
- The graduate analyzes observed professional practices in relation to a personal teaching philosophy.

WGU Statement of Teaching Dispositions

Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. Please view the [WGU Statement of Teaching Dispositions](#) document as you prepare for your upcoming



practicum experience.

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Webinars and Other Live Offerings

Office hours and other live offerings are available monthly to support students' success. These live offering dates and details can be found in the ABP1 Calendar of Events.

The calendar can be accessed here:

- [ABP1 Calendar of Events](#)

Please click on the calendar event above for login details.

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you are studying. They also provide guidance in assessment preparation strategies and can identify areas of deficiency so you can target your efforts. You should expect to work with course instructors for the duration of your course, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Contact a Course Instructor

Use our booking page to find time to meet with a course instructor.

Schedule an appointment with a course instructor: [Click Here](#)

For Introduction to Preclinical Experiences (ABP1) Contact:

[Dr. Nancy Cartwright](#)

[Dr. Patricia Ballard](#)

[Dr. Damara Richen](#)

[Dr. Peggy Sepetys](#)

[Dr. Cindy Machado](#)



Field Experiences Application and Preparation

Before you can begin your in-classroom experiences, there are steps you must take to ensure your preparation and adherence to the rules and regulations in your area. You must complete these requirements before you can engage in your Preclinical Experiences course. It may take several months to complete the requirements, so it is important that you begin right away instead of waiting until you are ready to begin in-classroom preclinical experiences. If you procrastinate, you may not be able to work on preclinical experiences at the time you had hoped, which may delay Demonstration Teaching and graduation.

You must apply for preclinical experiences before your placement specialist can obtain permission for you to begin in-school activities. Submit all parts of your application no later than two months before you begin your in-classroom preclinical experiences. You can learn more about these requirements in the [Field Experiences Handbook](#).

Note: Applying for preclinical experiences is not required for the successful completion of this course. However, it is a requirement for the Preclinical Experiences and Demonstrating Teaching applications.

Learning Resources

The learning resources listed in this section are required to complete the tasks in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Video Observation Program

The National Board for Professional Teaching Standards: Video Observation Program is an online resource that provides access to classroom videos. These videos give you an opportunity to observe and learn about various aspects of classroom education.

The observations needed to complete all of the tasks in the performance assessment will be documented on one form. While you will compile all of your video observations on a single form, you will need to submit a copy of that form with each task.

You can access this learning resource using the following link:

- [ATLAS: Video Observation Program](#)
 - [How to Complete Video Observation Form](#)

No Child Left Behind

There may be some references to No Child Left Behind (NCLB) in the learning resource used for this course. Please be aware that in December of 2015, Former President Barack Obama signed the Every Student Succeeds Act, or ESSA. This replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). For more information:

- [Fact sheet on ESEA](#)



- [ESEA now referred to as the ESSA](#)
- [Transition Letter](#)

Learning Resources from Previous Courses

As you work through this course of study, you might find it helpful to review some of the learning resources from previous courses. Those resources are listed with each task to make it easy for you to review as needed.

Pacing Guide

The pacing guide outline suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1

- Classroom Environment and Management

Week 2

- Standards, Academic Language, and Classroom Discourse

Week 3

- Diverse and Exceptional Learners

Week 4

- Instructional Models and Strategies

Introduction to Preclinical Experience Tasks and Resources

You will observe classroom scenarios on specific topics in the videos provided in the following sections and in the assessment for this course. For each topic, you will have an opportunity to practice the types of observation and reflection that are required for each of the four tasks that comprises the course project.

Task 1: Classroom Environment and Management

You have learned about many aspects of classroom management in previous courses. Recall the competencies you demonstrated as part of the Classroom Management, Engagement, and Motivation course:

- Classroom Management Strategies



- Self-Awareness, Self-Management, Self-Efficacy, and Self-Esteem
- Managing Routine Misbehaviors
- Evidence-Based Strategies
- Intrinsic and Extrinsic Motivation
- Technology for Classroom Engagement and Motivation
- Best Practices to Encourage Interaction, Motivation, and Engagement
- Instructional Interventions
- Creating an Emotionally Safe Classroom

Effectively managing your classroom is critical to ensure that your students learn important information and skills, and to establish and maintain a healthy classroom environment. As you watch and reflect on the videos in this section, you should think about your own classroom management plan. What will you do to make your classroom a place of learning and growth for your students?

Follow the task instructions and submit Task 1 in Taskstream.

Note: you will be submitting your responses to the prompts and your video observation form.

If you have questions about the videos or requirements, speak with your course instructor.

Resources:

<http://www.scsk12.org/schools/delano.es/site/documents/harrywong.pdf>

http://www.dlc-ubc.ca/wordpress_dlc_mu/zeman/files/2012/09/The-well-managed-classroom-Wong.pdf

<https://www.edutopia.org/article/new-teachers-classroom-management-resources>

State Standards and Laws:

- [U.S. Department of Education: State Contacts](#)

Task 2: Standards, Academic Language, and Classroom Discourse

In previous courses, you have studied the importance of academic language and classroom discourse to help promote deeper learning. When academic language is used in the classroom, it allows for meaningful exchange between students and the teacher. Effective discourse using academic language can help to clarify, restate, and challenge ideas. Classroom discourse can help foster safe classroom environments, establish boundaries, and move discussions forward.

You have also learned how to incorporate standards-based educational practices based on Federal and/or State Standards.

In this task, you will be applying your knowledge in those areas as you observe and reflect on various classroom situations.



Follow the task instructions and submit Task 2 in Taskstream.

Note: you will be submitting your responses to the prompts and your video observation form.

If you have questions about the videos or requirements, speak with your course instructor.

Review the following learning resources as needed:

State Standards and Laws:

- [U.S. Department of Education: State Contacts](#)

To locate state standards: select your state, click the link under State Department of Education, and navigate to your state standards and/or your curriculum information.

Academic Language

- [Academic Language: Making Working Sense of Expectations for Candidates in the edTPA](#)
- [Understanding Academic Language and its Connection to School Success](#)

Classroom Discourse:

- [Talking in Class: Remembering What Is Important About Classroom Talk](#)
- [Discourse – Classroom Discourse, Cognitive Perspective](#)
- [Talking Math: How to Engage Students in Mathematical Discourse](#)

Task 3: Diverse and Exceptional Learners

In earlier courses you were introduced to characteristics of diverse and exceptional learners, federal laws relating to education, and ways in which you as a teacher can build the best possible learning experiences for all students in your classroom. Your previous coursework covered the following topics:

- Legal Implications of Special Education
- Identifying Student Needs
- Relationships, Partnerships, Advocacy, and Collaboration
- Instructional Strategies in Special Education
- English Language Learning
- Behavioral Intervention Strategies
- Technology and Accommodations for Students with Special Needs
- Assessment Practices
- Social Issues and Influences on Education
- Education and Federal and State Law



Because of different learners' needs, you will frequently find you need to modify your lessons or teaching style in order to help students learn effectively. The videos in this section allow you to observe situations in which a teacher is interacting with and teaching students who have diverse and sometimes exceptional needs. As you watch these videos, consider and reflect on how you would react and modify your lessons and methods if you were to encounter similar situations in your classroom.

Follow the task instructions and submit Task 3 in Taskstream.

Note: you will be submitting your responses to the prompts and your video observation form.

If you have questions about the videos or requirements, speak with your course instructor.

Review the following resources from your previous course(s) as needed:

- Gargiulo, R. M. (2012). [Special education in contemporary society](#) (4th ed.). Thousand Oaks, CA: Sage. ISBN: 9781412996952
- Bucher, R. D. (2010). *Diversity consciousness: Opening our minds to people, cultures, and opportunities* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780135014639

Refer to C272-Foundational Perspectives of Education course resources below:

- Organizational Structure PowerPoint Presentation
- Amendments Related to Education and Child Benefit Theory Presentation
- The Law and Social Media PowerPoint Presentation
- Students' Rights and Responsibilities
- The Key Milestones in Education
- Teacher Responsibilities PowerPoint Presentation
- Ensuring Accountability

State Standards and Laws:

- [U.S. Department of Education: State Contacts](#)

Task 4: Instructional Models and Strategies

Every day, teachers must draw from various instructional models and strategies for lesson planning, instruction, and evaluation. In previous courses, you learned about different learning theories, instructional models, and strategies. As you complete these video observations, reflect on those instructional strategies. How do they relate to the situations presented? How could they be leveraged in each situation? Consider especially the following topics from your educational psychology course:

- Classic Theories of Development
- Contemporary and Emerging Research
- Typical and Atypical Development



- Differences in Learning
- Cognition and Metacognition
- Motivation and Engagement
- Supporting Learning and Development with Technology

Follow the task instructions and submit Task 4 in Taskstream.

Note: you will be submitting your responses to the prompts and your video observation form.

If you have questions about the videos or requirements, speak with your course instructor.

Review these resources on learning theories and instructional models as needed:

- [teAchnology](#)
- [Merlot Pedagogy Portal: Teaching Strategies](#)
- [Learning Theories](#)
- [\(More\) Learning Theories](#)

State Standards and Laws:

- [U.S. Department of Education: State Contacts](#)