This course supports the assessment for BBP2 and other assessments related to the demonstration teaching experience. The course covers 35 competencies and represents 1 competency units.

Introduction

Overview

Welcome to the final leg of your journey toward obtaining teacher licensure at Western Governors University! Unlike other courses at WGU, during this course you and a small group of students that are assigned to a cohort will work together through the cohort seminar. You will meet with a cohort facilitator on a weekly basis and have weekly assignments and due dates.

You should work through your Cohort Seminar course along with your Demonstration Teaching (DT), Teacher Work Sample (TWS), and Professional Portfolio courses. The teacher success coordinators listed as the course mentors have overall responsibility for Demonstration Teaching (DT) cohorts. However, questions about completing the requirements contained herein may be directed to your specific cohort facilitator.

You will post discussion board items in the learning community and interact with your cohort peers throughout this course. This will give you a taste of real-life teacher collaboration as you share experiences with fellow teaching candidates and work together on activities. The cohort seminar is designed to support you during DT and stimulate your instructional creativity.

As you complete your teacher preparation experience at WGU, you can now create and gather the information and artifacts that will become your TWS and portfolio. These can be powerful tools for demonstrating your teaching ability and readiness to enter the classroom as you are applying and interviewing for teaching positions.

Competencies
This course provides guidance to help you demonstrate the following 35 competencies:

- Competency 602.1.3: Time Allocation
  The graduate creates a daily schedule that allocates the maximum possible available time for direct intensive instruction.
- Competency 602.2.22: Teaching Across the Content Areas
  The graduate uses strategies for oral language development and the teaching of reading, comprehension, writing, and numeracy within all content areas.
- Competency 603.1.1: Ethical Responsibilities
  The graduate understands ethics guidelines and is committed to ethical conduct.
- Competency 603.1.2: Reflection
  The graduate reflects on instructional practice to enhance instructional effectiveness.
- Competency 603.1.3: Professional Growth
  The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogy skills, including habits and skills of continuous inquiry and

learning.

- Competency 603.1.4: Professional Collaboration
  The graduate recognizes the importance of collaborating effectively with colleagues, parents, and community professionals to support student development, learning and well being.
- Competency 603.1.5: Supervisory Functions and Responsibilities
  The graduate understands how to train, monitor, and coordinate staff, assistants, and volunteers.
- Competency 603.1.6: Community Resources
  The graduate describes common community resources that support students' non-instructional needs in and out of the classroom.
- Competency 603.6.5: Professional Work Ethic
  The graduate exhibits a professional work ethic.
- Competency 653.1.1: Learner Development and Differences
  The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.
- Competency 653.1.2: Learning Environments
  The graduate establishes a safe and productive learning environment that supports individual learning, collaboration, and positive social interaction.
- Competency 653.1.3: Classroom Management
  The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.
- Competency 653.1.4: Planning for Instruction
  The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.
- Competency 653.1.5: Assessing Student Learning
  The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.
- Competency 653.1.6: Instructing and Engaging Students
  The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.
- Competency 653.1.7: Lesson Preparation
  The graduate integrates effective strategies to manage the delivery of lesson content.
- Competency 653.1.8: Content Knowledge
  The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.
- Competency 653.1.9: Professional Practice
  The graduate demonstrates the professional conduct, commitment to personal growth, and leadership skills expected within the profession.
- Competency 657.1.1: Contextual Factors
  The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- Competency 657.1.2: Learning Environments
  The graduate plans learning environments that support individual learning, collaboration,

and positive social interaction.

- Competency 657.1.3: Planning for Instruction and Assessment
  The graduate plans comprehensive learning segments of instruction and assessment that align with standards and the needs of students.
- Competency 657.1.4: Instructing and Engaging Students
  The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- Competency 657.1.5: Developing Academic Language
  The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- Competency 657.1.6: Assessing Student Learning
  The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.
- Competency 657.1.7: Reflection
  The graduate evaluates teaching experiences including the planning and implementing of curriculum and instruction through ongoing reflection.
- Competency 658.1.1: Student Learning The graduate demonstrates the ability to positively impact student learning through work samples, student artifacts, assessment results, and reflection.
- Competency 658.1.2: Ethical Responsibilities and Teaching Dispositions
  The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.
- Competency 658.1.3: Collaboration
  The graduate recommends strategies for effectively collaborating with colleagues, parents, and community professionals to support student development, learning, and well being.
- Competency 658.1.4: Community Resources
  The graduate selects community resources that support students' non-instructional needs in and out of the classroom.
- Competency 658.1.5: Academic Language
  The graduate recommends strategies that support the development of academic language for all students.
- Competency 658.1.6: Differentiated Instruction
  The graduate recommends various strategies to differentiate instruction to meet the diverse needs of individual students.
- Competency 658.1.7: Student Engagement
  The graduate recommends effective strategies to maintain high levels of student engagement.
- Competency 658.1.8: Maximizing Instructional Time
  The graduate recommends best practices for classroom management, effective transitions, and pacing to maximize instructional time.
- Competency 658.1.9: Professional Growth
  The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.

- Competency 658.1.10: Reflection
  The graduate recommends improvements for instruction and professional practice through personal reflection.

Teaching Dispositions Statement
Please review the <u>Statement of Teaching Dispositions</u>.

Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors 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 mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Important Notice

The cohort seminar assessment is completed by active participation in the weekly seminar meetings and completion of your Teacher Work Sample (TWS) and professional portfolio.

You will demonstrate competence by engaging in weekly conference calls, posting in your DT Cohort Learning Community, and writing a weekly journal that you will submit in TaskStream. The cohort facilitator will evaluate your participation and completion of all activities for credit in this cohort seminar.

It is strongly recommended that you make
every effort to complete as much of the TWS and professional portfolio as possible while you are in the classroom. You will be required to gather examples of student work and assessment data. Once you leave the classroom, it will be very difficult to assemble the TWS and portfolio if you did not prepare while still in the DT classroom.

Preparing for Success

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

Learning Resources

The learning resources listed in this section are required to complete the activities 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.

Enroll in Learning Resources

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.

Ethics Awareness Inventory

This resource is provided by the Williams Institute. You can enroll in this through the Learning Resources tab for the cohort seminar.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View: Harry K. Wong Publications. ISBN: 978-0976423317.

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

Lynda.com

WGU students have open access to the complete Lynda.com library of training videos. This resource can be used to help you become more comfortable with technology, such as Microsoft Office applications, software programs, and e-mail, in order to provide supplemental learning tools for your WGU courses. To access the main search page, click the link below.

- Lynda.com Video Library

WGU Library E-Reserves

This course utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. The following e-reserve materials will be used in this course:

- Write a Lesson Plan Guide

You can find the e-reserves page for this course at this location:

- [Demonstration Teaching](#)

Demonstration Teaching Preparation

This section will help you prepare for your time teaching in real classrooms. Remember that you represent WGU and that the teachers, administrators, and other people you work with in your host school are professional contacts that could help you secure a position as a teacher in the future. It is important that you prepare adequately for this experience so you can perform your duties as a teacher in the host classroom in an appropriate, professional manner.

DT Application and Preparation

You must complete your Demonstration Teaching (DT) application several months before you intend to begin your DT and cohort seminar. Discuss your plans with your mentor and be sure you understand the deadlines and requirements for DT.

You need to apply for DT so that your placement specialist staff member can obtain permission for you to begin in-school activities and set up the required observations. You should submit all parts of your application and complete the required number of assessments and student projects by the dates listed in the [Field Experiences Handbook](#).

Making Plans for Your Time in DT

While in DT, you are strongly discouraged from working at another job. Think of DT as your full-time job during this period. You should be fully invested in teaching the students in your host classroom, including planning lessons, evaluating work, and reflecting on your experiences.

You can prevent your other obligations from becoming a hindrance in your successful completion of DT by planning appropriately. Make arrangements for the following (and other obligations you may have):

- other job and volunteer responsibilities
- child care, elder care, and pet care
- health insurance and other healthcare considerations
- financial obligations

Discuss your plans with your mentor.

Professionalism

As you observe in your pre-clinical setting and enter your demonstration teaching classroom, it is important that you present yourself in a professional, appropriate manner. You are a representative of WGU in your host school, and you should consider this experience as a partial job interview, as potential employers will likely want to talk with teachers and administrators who have interacted with you in a professional setting.

Field Experiences Handbook

You should have already become familiar with the Field Experiences Handbook in your PCE courses, but it is important that you read that handbook again before you enter the classroom for Demonstration Teaching.

- Field Experiences Handbook

In the handbook, focus on the day-to-day things that you need to be aware of as you enter the classroom, including the following:

- dress code, including proper identification
- schedule and timeliness
- appropriate interaction with the host teacher, students, administrators, and others you may encounter in the classroom

Discuss these things with your host teacher or an administrator at the host school to ensure that you understand what is expected of you and how you can put your best foot forward as a potential teacher in this school or other schools.

You should refer back to the handbook throughout your observations to ensure that you are in compliance with all requirements.

Code of Professional Behaviors and Dispositions

Read the following Teachers College Code of Professional Behaviors and Dispositions, which includes the process for disciplinary actions.

- Teachers College Code of Professional Behaviors and Dispositions

You may want to refer to this several times before and during your demonstration teaching experiences to ensure that you are familiar with the requirements. The Philosophy of Teaching Statement submitted as a part of your portfolio will include a personal code of ethics that reflects the major ethical, moral, and legal issues teachers commonly face.

Orientation

This section is the introduction to your Demonstration Teaching (DT) cohort, Teacher Work Sample (TWS), portfolio, and other requirements for completing your teacher preparation program.

Week 1: Orientation and Introduction to Demonstration Teaching and the Cohort Seminar

Welcome to Demonstration Teaching (DT) and your cohort seminar. You and approximately 12 of your peers will work together during this seminar to support each other during Demonstration Teaching. You will explore topics such as reflection, ethics, teaching dispositions, collaboration, supervisory skills, professional growth, community resources, classroom management, pacing, and transitions.

A central component of this seminar is to provide support for the Teacher Work Sample (TWS).

Many of the journal reflections you complete for the seminar focus on the TWS tasks and will help you complete this requirement, which will be submitted at the end of your cohort seminar. A portfolio of collected work will also be submitted at the end of your cohort seminar.

In this section, you will spend time with your cohort to review the expectations of the cohort seminar and DT in general. You will also have an introduction to teacher dispositions and the role of a teacher.

Reading: TWS and Portfolio in TaskStream

As you begin your cohort seminar, you should become very familiar with the TWS and portfolio that you will be required to submit at the end of the cohort. The instructions and evaluation rubric for the TWS and portfolio are in [TaskStream](). Take some time now to read the prompts for the TWS and portfolio and understand what artifacts you should be collecting and creating as you work through demonstration teaching.

If you have questions or concerns about the requirements for the TWS or portfolio, talk to your mentor and cohort facilitator. You may also want to discuss strategies for working on and completing your TWS with other students in your cohort during your 12 weeks together.

The following website provides examples of TWS:

- [Renaissance Teacher Work Samples]()

Cohort Conference Call

This conference call will focus on an introduction to Demonstration Teaching and give you the opportunity to meet other members of your cohort seminar. You will be asked during the call to share your responses to the following prompts:

- Introduce yourself and share what you are most looking forward to regarding the Demonstration Teaching experience and what you are feeling most anxious about.
- Share one new understanding you gained regarding Demonstration Teaching as a result of reviewing the "Introduction to Demonstration Teaching" presentation, which will be shared during the Orientation 1 cohort call.

Discussion Thread Posting

In the DT Cohort Learning Community, go to the Orientation discussion thread and respond to the following prompt:

- Introduce yourself to your cohort seminar members. Tell us where you live, what grade you are teaching, and anything else you would like to share.

You should also read the responses of your fellow cohort members to get to know them better

Reflection Journal

Keep a journal of brainstorms and reflections on your experiences in Demonstration Teaching. You will use this as a starting point for many of the reflective pieces in the TWS. Take a few

minutes to become familiar with the reflection journal format in <u>TaskStream</u> now.

Weeks 2-13

After your orientation, you will participate in 12 weeks of readings, conference calls, discussion thread postings, and reflections. Each week has a different theme that will help you complete your assessments and portfolio.

Week 2: Teacher Dispositions

Becoming a reflective practitioner and evaluating effectiveness as a teacher are essential to professional growth. You will develop the ability to identify personal strengths and weaknesses as they pertain to developing pedagogy, delivering instruction, overcoming professional challenges, managing a classroom, using teaching aids and technology, and using assessment strategies.

In this section you will learn about what teacher dispositions are and how they apply to you. You will also take the Teacher Disposition Index Survey.

Reading: Teacher Dispositions

Read the following in *The First Days of School*:

- <u>chapter 1 ("Why You Need to Succeed on the First Days of School")</u>
- <u>chapter 2 ("What Is an Effective Teacher?")</u>
- <u>chapter 3 ("How You Can Be a Happy First-Year Teacher")</u>
- <u>chapter 4 ("How to Close the Student Acheivement Gap")</u>
- <u>chapter 5 ("Why You Should Use Proven, Research-Based Practices")</u>
- <u>chapter 6 ("Why Positive Expectations Are Important")</u>
- <u>chapter 7 ("How to Help All Students Succeed")</u>
- <u>chapter 8 ("How to Dress for Success")</u>
- <u>chapter 9 ("How to Invite Students to Learn")</u>
- <u>chapter 10 ("How to Increase Positive Student Behavior")</u>

Contextual Factors

For your TWS, you will be collecting information about the contextual factors of your classroom, school, and district and explaining how those factors influence the way you teach and arrange your classroom. Start gathering the information you need early in your Demonstration Teaching using the School Demographics Survey in <u>TaskStream</u>, and add to your notes as the weeks go on. You can also discuss these contextual factors with other members of your cohort.

Planning Your Two-Week Unit Plan

For your TWS, you will plan a two-week unit and create lesson plans for that unit. Discuss this requirement with your host teacher and brainstorm about topics for this unit. Your host teacher can also share some example lesson plans and show you the format (if one exists) that is used for lesson plans in your school. You can also discuss and brainstorm with other members of your cohort.

Your lessons and unit should be designed around measurable objectives and relevant

standards. Make sure you understand the requirements for these artifacts as they are listed in TaskStream so you do not create additional work for yourself. You can also look at the evaluation rubric in [TaskStream](#) to see how your artifacts will be evaluated.

Cohort Conference Call: Attributes of an Effective Teacher and Contextual Factors that Impact Teaching and Learning

For this conference call, be prepared to share examples of strategies that effective teachers in your school employ to promote positive expectations, based on the The First Days of School readings for this week. What are some strategies that you want to incorporate into your own teaching practice based on what you have read and experienced? Be prepared to explore the contextual factors in your DT placement that have an impact on teaching and learning.

Discussion Thread Posting: Teacher Disposition Index

Take the following survey:

- [Teacher Disposition Index](#)

In the DT Cohort Learning Community for week 1, post your thoughts about which prompts from the Teacher Disposition Index stood out. Which dispositions do you plan to pay special attention to while you are in the classroom during DT?

Reflection Journal

Go to DT journals in [TaskStream](#) and respond to the week 1 journal prompt.

Week 3: Classroom Management and Student Engagement

Think about student behaviors and classroom management strategies you have observed in your classroom. Are you and your host teacher using any of the strategies from The First Days of School? Also consider how you are teaching your students self-discipline and self-management and what you are doing to keep students interested and engaged in learning activities.

Many times, teachers respond to negative student behavior without thinking about the possible causes of the behavior. Sometimes the causes include challenges in the student's personal life or a lack of structure or consistency in the classroom.

According to The First Days of School, the most important factor governing student learning is classroom management. If the classroom is not properly managed, learning will not occur. This week's discussions, conference call, and readings will help you to organize your own classroom management plan.

Instructing and Engaging Students

Part of your TWS is a discussion of instructional strategies and methods for engaging students that you will use to teach the unit you have planned. You may want to exchange drafts with another student or two in your cohort so you can critique each other's discussions and give each other feedback. You can copy and paste your text into the learning community or contact your cohort members through e-mail.

Readings: Classroom Management and Student Engagement

Read the following in *The First Days of School*:

- [chapter 11 ("How to Have a Well Managed Classroom")](#)
- [chapter 12 ("How to Have Your Classroom Ready")](#)
- [chapter 13 ("How to Introduce Yourself to Your Class")](#)
- [chapter 14 ("How to Arrange and Assign Seating")](#)
- [chapter 15 ("How to Start a Class Effectively")](#)

Reading: Engagement Strategies

Read the following article summarizing engagement strategies:

- [A Glossary of Strategies and Activities](#)

Reading: Professional Portfolio in TaskStream

Besides your Teacher Work Sample, you should also be working on compiling your professional portfolio during DT. The instructions for this project are in [TaskStream](#). Take time this week to read through the requirements and evaluation rubric for this project.

You will need to compile several artifacts that showcase your teaching abilities, reflections on your work, and evidence of student learning. These are all artifacts that you should be creating and collecting during your time in the host classroom.

If you have questions or concerns about the requirements for the professional portfolio, talk to your mentor and cohort facilitator. You may also want to discuss strategies for working on and completing your portfolio with other students in your cohort during your 12 weeks together.

Cohort Conference Call: Classroom Management and Student Engagement

For this conference call, be prepared to share classroom management strategies you are seeing implemented in your classroom. What challenges do you have with classroom management? Share one insight you gained from this week's readings. How will your engagement strategies support your goals and objectives for the TWS? The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal

Go to DT journals in [TaskStream](#) and respond to the week 4 journal prompt.

Week 4: Standards, Goals, Objectives, and Lesson Planning

In your previous courses, you learned about curriculum development, alignment, and lesson

planning. Establishing clear learning goals that are aligned to state standards is fundamental to determining whether learning has occurred. Lesson objectives are the specific and measurable statements of exactly what is expected of students during the lesson.

In this section, you will refine your skills as you begin planning to lead instruction in your Demonstration Teaching classroom. In this section, you will learn about writing effective goals and objectives that are aligned to state standards. In this week's conference call, you will discuss the realities of lesson planning in the classroom.

Readings: Standards, Goals, Objectives, Lesson Plans

Review the following websites:

- Instructional Goals and Objectives
- Setting Targets and Writing Objectives

Access the following article from the WGU Library E-Reserves:

- Write a Lesson Plan Guide

Read the following in *The First Days of School*:

- chapter 21 ("How to Create an Effective Assignment")
- chapter 22 ("How to Test for Student Leanring")
- chapter 23 ("How to Assess for Student Learning")
- chapter 24 ("How to Enhance Student Learning")

If you have not already done so, you should find out from you host teacher what type of lesson plan format or model you are expected to use. Regardless of the form your lesson plans take, you should be sure to include at least the following elements for each lesson:

- general information (i.e., topic, grade, grouping/seating)
- standards and measurable objectives
- materials/resources
- prerequisite skills or connections to previous learning
- presentation procedures for new information, guided practice, independent practice, culmination
- differentiated instruction accommodations
- assessment

If your school does not use a specific lesson format, you can use the lesson plan format you created in a previous course.

Cohort Conference Call: Goals, Objectives, Lesson Plans

Based on this week's readings, be prepared to discuss the difference between learning goals and objectives in this conference call. The discussion will include the components of an exemplary lesson plan described in The First Days of School. How will goals and objectives be

used to assess student learning? Be ready to share examples of your own ideas for lesson planning.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal

Go to DT journals in TaskStream and respond to the week 3 journal prompt.

Week 5: Appropriate Boundaries With Students

Setting appropriate boundaries is critical not only to the success in your relationships with students, but also for your own protection in your professional career. It is important to consider appropriate physical boundaries with students and think about the distinction between your private life and your professional life.

In this section, you will review setting appropriate boundaries with students for both social media and physical contact.

Reading: Appropriate Boundaries

Watch the following video demonstrating one way to use social media in your classroom:

- Use of Electronic Communication and Social Media

Read the following article from the National Education Association on appropriate boundaries with students:

- Teach but Don't Touch

Cohort Conference Call: Appropriate Boundaries

For this conference call, be prepared to discuss strategies for establishing and maintaining appropriate boundaries as a teacher. The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal

Go to DT journals in TaskStream and respond to the week 2 journal prompt.

Week 6: Differentiated Instruction and Diversity

Differentiated instruction enables teachers to address the unique needs of each student,

capitalizing on each student's strengths and addressing individual needs.

During previous courses of study you considered issues that centered on diversity in the classroom. How does diversity influence classroom management and instructional preparation? Awareness of diversity in the classroom, school, and community is essential as you plan instruction. Interaction with others in your seminar should help you consider and reflect on how issues of diversity inform your practice. Every modern classroom has some type of diverse student population.

In this section, you will consider how you differentiate instruction to meet student needs and how to keep students actively engaged throughout lessons.

Reading: Differentiated Instruction Articles

Choose 1-2 articles from the website below and review common strategies for providing an inclusive classroom.

- Reading Rockets: Differentiated Instruction Articles

Differentiating Instruction

There are several prompts in the TWS instructions that deal with individualized and differentiated instruction. If you have not already done so, draft those pieces of your TWS. You may want to discuss these aspects of the TWS with your peers this week.

Cohort Conference Call: Differentiated Instruction

For this conference call, be prepared to discuss one strategy you have used or would like to use to differentiate instruction for students in your classroom. The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal

Go to DT journals in TaskStream and respond to the week 5 journal prompt.

Week 7: Effective Transitions

The use of effective transitions between activities throughout the school day is a key to eliminating wasted time and maximizing student learning. Smoothly transitioning between subjects or classes, even when moving around the school, takes planning and repeated practice by the teacher and the class.

In this section you will review how to effectively manage a classroom by using transitions.

Cohort Conference Call: Transition Activities

For this conference call, be prepared to discuss examples of strategies that you or your host teacher uses to support effective transitions. Consider examples in the following areas:

- transitions between content areas/lessons
- daily class "start up" activities
- end of the day wrap-ups
- transitions from lunch/recess
- strategies for gaining class attention

The cohort facilitator will introduce the topic and specific discussion questions for the week.
Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.
Reflection Journal

Go to DT journals in [TaskStream](#) and respond to the week 6 journal prompt.

Week 8: Maximizing Instructional Time Through Effective Lesson Pacing

It is your responsibility as the teacher and adult in the classroom to effectively organize the classroom, manage the pacing of lessons, check for student understanding of lessons, and conduct the overall management of the classroom. Effectively managing the classroom and student learning will take careful planning and preparation on your part. By reflecting on your performance in previous teaching situations, you can continuously improve the pacing of lessons and your overall classroom management techniques to run an effective classroom.

In this section, you will reflect on your effectiveness for pacing lessons in the classroom. It is critical to take the time to think about what you can and will do to maximize instructional time to meet your planned learning goals and objectives.
Readings: Pacing Lessons

Read the following in *The First Days of School*:

- [chapter 16 ("When and How to Take Roll")](#)
- [chapter 17 ("How to Maintain an Effective Grade Record System")](#)
- [chapter 18 ("How to Have an Effective Discipline Plan")](#)
- [chapter 19 ("How to Teach Students to Follow Classroom Procedures")](#)
- [chapter 20 ("How Procedures Improve the Opportunity to Learn")](#)

Data Analysis

Watch the following video and think about the impact of representing data visually:

- [David McCandless: The beauty of data visualizations](#)

As a teacher, you will collect and analyze student data to inform your instruction. There are many ways to represent data, including graphs, tables, and charts. These representations can help you and others understand what is happening in your classroom.

If you are not yet skilled at using tools for analyzing data and creating data representations, search Atomic Learning for tutorials on creating graphs, charts, and tables with the data software you prefer.

To access Atomic Learning, use the following information:

- [Atomic Learning](#)
- username: wgu
- password: atomic

Atomic Learning gives you access to tutorials for programs, such as Excel, that you can use to collect, analyze, and present your data.

Cohort Conference Call: Pacing Lessons

For this conference call, be prepared to share strategies you are using to pace your lessons effectively. Are there any specific aids you employ such as a timer or script? Have you experienced running out of time for a lesson or not having enough material for a lesson? The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal

Go to DT journals in [TaskStream](#) and respond to the week 7 journal prompt.

Week 9: Community Resources

There are many resources in the local community that teachers can access to enhance student learning. A wide range of studies confirm that when strong school, family, and community partnerships are in place, schools become stronger. It is important that you are aware of the resources available to you as you plan your curriculum.

In the section, you will explore community resources available to students and families in your district.

Reading: Family-School-Community Partnerships

Review the following article:

- [What Research Says About Family-School-Community Partnerships](#)

Cohort Conference Call: Community Resources

For this conference call, be prepared to discuss examples of school/community partnerships that exist in your school. What are some potential linkages between your academic focus and community resources or partners?

Consider the following examples:

- inviting in a local fireman for a lesson on fire safety
- working with local gardening groups to plant a school garden that could be used for lessons in math, science, and other content areas
- partnering with a local energy company to engage in a school energy audit as an element of science content
- working with a local newspaper editor to teach students editing techniques in language arts
- inviting parents to come in and share specific skills or background they have that is related to various academic content

The cohort facilitator will introduce the topic and specific discussion questions for the week.
Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.
Reflection Journal

Go to DT journals in [TaskStream](#) and respond to the week 8 journal prompt.

Week 10: Professional Collaboration

Why is it important to collaborate with others when planning and implementing instruction? What is the value of sharing ideas and experiences with peers?

Effective schools and districts have learning teams. Teachers are more effective when they work together. You should consider the many ways you can increase your effectiveness in your own classroom by working, planning, and reflecting with others. Think about the importance of working effectively with members of the community and parents for the benefit of students. In this section, you will learn about establishing collegial relationships and using teamwork and teambuilding strategies.
Readings: Professional Collaboration

Read the following in *The First Days of School*:

- [chapter 25 ("How to Be a Teacher-Leader")](#)

Cohort Conference Call: Collaboration

For this conference call, be prepared to discuss strategies for establishing and maintaining appropriate boundaries as a teacher. You will also discuss what Wong calls "the hallmark of

effective schools." The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal: Reflection on DT

Go to DT journals in TaskStream and respond to the week 9 journal prompt.

Week 11: Supervisory Skills and Working With Volunteers and Paraprofessionals

A paraprofessional can enhance instruction in your classroom. Effective schools and districts develop plans to work closely with parents and community volunteers. What will your role be as a teacher who works with volunteers or paid paraprofessionals?

In this section, you will consider the many ways you will work effectively with community volunteers, parent volunteers, and paid paraprofessionals.

Cohort Conference Call: Working With Volunteers

For this conference call, be prepared to discuss strategies for establishing and maintaining appropriate boundaries as a teacher. You will also discuss strategies that you or your host teacher uses to effectively collaborate with volunteers and assistants. The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal: Philosophy of Teaching

Go to DT journals in TaskStream and respond to the week 10 journal prompt.

Week 12: Professional Development

Teaching is lifelong learning. Why is it important to stay current with teaching practices? Professional growth should be an ongoing goal throughout your teaching career. As you transition out of your Demonstration Teaching classroom, it is important to think about next steps for graduation.

If you ask your students to be lifelong learners, you should model learning for your students. In this section, you will learn about opportunities for continued professional growth.

Readings: Professional Development

After visiting the following website, sign up for ASCD SmartBrief. These briefs can help you plan

for your future professional development:

- ASCD SmartBrief

Review the following websites about employment interviewing techniques:

- Teacher Interview Tips
- Negative Factors Observed During Job Interviews

(Note: This is "what not to do" for a job interview.)

Go to the WGU Student Handbook and find your state's folder. Open the link that describes the process for licensure for your state. Review the steps you need to take to apply for your teaching license.

Upon graduation, you will be invited to join the WGU Alumni Community free of charge. This community offers professional services, information about graduation, and job searching strategies that you may find useful.

Take some time to visit the following websites:

- WGU Alumni Community
- WGU Career Services
- Optimal Resume
- WGU Teachers College Alumni Page

Compiling Your Professional Portfolio

Throughout this course you should have been collecting evidence and artifacts to put in your professional portfolio. If you have not already done so, go to TaskStream and read the instructions for compiling this portfolio. You should use the Web Folio Builder in TaskStream to create your professional portfolio.

Think of this as the portfolio you would present to a potential employer at a job interview. It will include updated copies of your resume and Philosophy of Teaching Statement. You will also include several letters of reference. You may want to request that your host teacher, clinical supervisor, and school administrator write these letters for you now.

In addition to the required artifacts, you should include additional items that you would like to share with potential employers. Make it a reflection of your personal teaching style so schools can get to know you through your portfolio.

Cohort Conference Call: Interviewing

For this conference call, be prepared to discuss strategies for establishing and maintaining appropriate boundaries as a teacher. You will also discuss job interviewing strategies and techniques. The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Reflection Journal: Obtaining Your License

Go to DT journals in [TaskStream](#) and respond to the week 11 journal prompt.

Week 13: Reflection

Congratulations on reaching the conclusion of the cohort seminar. Now it is time to gather the resources you need in order to apply for your teaching license!

There is not a journal reflection for this week, and there are no readings for this final week of the cohort.

Cohort Conference Call: Reflections

Be prepared to reflect on your experience during Demonstration Teaching and the cohort seminar. The cohort facilitator will introduce the topic and specific discussion questions for the week.

Discussion Thread Posting

The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT Cohort Seminar Learning Community that is relevant to your practice. You will also facilitate the discussion board for the week.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

The WGU Library

The WGU Library
The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

Introducing the WGU library

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

Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video*.*

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU?s ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities