

BTA1 - Supervised Demonstration Teaching in Mathematics

This course supports the assessment BTA1 and other assessments related to the demonstration teaching experience. The course covers 35 competencies and represents 12 competency units.

Introduction

Overview

Welcome to demonstration teaching. This assessment is one of several that pertain to your demonstration teaching. As you successfully complete the required cohort calls and observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of "Pass" on your Degree Plan. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

The long wait is over. Take a deep breath, exhale, smile—you are on your way as a student teacher. The next 12 or more weeks will be challenging and rewarding. At various times you will feel anxious and proud, confused and focused, and confident and full of doubt. Try to get plenty of rest, get good nutrition, and bump up your water intake. Prepare your families, partners, and friends that at the end of the day your energy levels may be lower than usual because you have used your energy all up in the classroom!

A rocky start or setbacks along the way are expected because you have not yet mastered the art of teaching. Issues and conflict may arise with your host teachers and clinical supervisors. Personal problems that you are unable to leave at home may affect your performance. Feelings of doubt may become overwhelming. The bottom line is hang in there and do not quit. You have made it too far.

If you are looking for the full course of study for your cohort seminar, teacher work sample, and other requirements, you will find it attached to your Cohort Seminar course. Follow your course instructions carefully for guidance and requirements regarding your cohort seminar and professional portfolio.

For information about your demonstration teaching field experiences, be sure to read the [Field Experiences Handbook](#) and participate in the Field Experiences Community accessed from My Communities on your Degree Plan.

There are a number of resources available in the [Student Handbook](#) to help guide you on a successful Field Experience. Please review the Student Handbook for complete information. Some important links to review have been listed below.

- [Perspectives on Demonstration Teaching](#)

- [Length of Demonstration Teaching](#)

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 [WGU Statement of Teaching Dispositions](#).