This course supports the assessment for Demonstration Teaching Cohort Seminar in Special Education. The course covers 10 competencies.

Introduction

Overview
Welcome to the final leg of your journey toward obtaining teacher licensure at Western Governors University! Unlike other assessments at WGU, 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.

Your cohort facilitator will lead you through this course. The Teacher and Principal Success team has overall responsibility for demonstration teaching (DT) cohort seminar and you can contact them at teachersuccess@wgu.edu. Questions about completing the requirements for cohort seminar may be directed to your cohort facilitator.

Based on the state in which you are licensing, you will follow one of the cohort seminar courses of study listed below:

- MoPTA cohort seminar—Missouri
- TWS cohort seminar—all remaining states

Each course can be found by clicking the tab on the left side of this introductory page.

You will write journal reflections submitted in Taskstream for five weeks of the cohort seminar. The Teacher Success Team will enroll you in the appropriate version of the journal reflection based on your program. Mentors will not need to preapprove the cohort seminar on your degree plan or send referrals to Taskstream.

At the end of the cohort seminar, when all activities are completed at the appropriate level of competence as verified by your cohort facilitator, you will receive a "Pass" on your degree plan for the cohort seminar assessment. Please contact your cohort facilitator for specific questions regarding this course.

The Field Experiences Handbook contains all of the policies and procedures for demonstration teaching.

Competencies
This course provides guidance to help you demonstrate the following 10 competencies:

- **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](#).

**Preparing for Success**

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

**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 before the start of
the cohort seminar. As the cohort seminar will last for only 16 weeks, it is imperative that you are fully prepared to actively participate.

**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. You may be prompted to log in to the WGU student portal to access the resources.

**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.


*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.*

**Additional Preparations**

There are many different learning tools available to you within your course in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Important Notice**

The cohort seminar assessment is completed by active participation in the weekly seminar meetings.

You will demonstrate competence by engaging in weekly conference calls and writing the assigned journal reflections submitted in Taskstream. The cohort facilitator will evaluate your participation and completion of all activities to earn credit for this cohort seminar.

**edTPA**

Please note that the Special Education cohort seminar runs for 16 weeks.?

If you have received a successful edTPA review in Taskstream by Week 12, you will be excused from attending weeks 13–16 of the cohort seminar.

If you have not received a successful edTPA Taskstream review by Week 16, you will be required to participate in two additional weeks of cohort calls (through Week 18), or until such time as you receive a successful edTPA review in Taskstream. The remaining calls will specifically focus on edTPA completion.

Students who are excused from attending cohort calls will not have passed the cohort seminar until all required assignments have been submitted.
MoPTA

Educational Testing Systems (ETS) performs the official scoring. You will receive your voucher for submission only upon completion of review through Taskstream. There are very specific submission deadlines for the delivery of items with ETS. Please pay close attention to the calendar for submission deadlines as ETS does not accept late submissions.

Teacher Work Sample

It is strongly recommended that you make every effort to complete the Teacher Work Sample 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 Teacher Work Sample if you do not prepare while you are still in demonstration teaching. Please note that the Special Education cohort seminar runs for 16 weeks.

If you pass the TWS, professional portfolio and all other cohort seminar assignments by Week 12, you will be excused from attending weeks 13–16 of the cohort seminar.

Students who are excused from attending cohort calls will not have passed the cohort seminar until all required assignments have been submitted.

Note: You are strongly encouraged to complete the TWS during your elementary education placement. Please contact the cohort facilitator if you have any questions about this.

edTPA Cohort Seminar

Welcome to demonstration teaching and your cohort seminar! Take advantage of working with your peers during this seminar to support each other during demonstration teaching.

Week 1: Introduction to Demonstration Teaching and the Cohort Seminar

Throughout your 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 edTPA.

Orientation

In this section, you will spend time with your cohort to review the expectations of the cohort seminar and demonstration teaching in general. You will also read about how you can have a successful experience in the DT classroom.

You will discuss the following during this week's call:

- Review the expectations of the cohort seminar and demonstration teaching
- Preparing for the edTPA
- Overview of the GoReact Video System
Read

Recommend reading from *The First Days of School*:

- **Chapter 1: "Why You Need to Succeed on the First Days of School"**
- **Chapter 2: "What Is an Effective Teacher?"**
- **Chapter 3: "How You Can Be a Happy First-Year Teacher"**

Complete

Prior to this week's call, complete the following:

- Carefully review the "Demonstration Teaching and Cohort Seminar Overview" PowerPoint presentation sent to you via email from your cohort facilitator
- Access the [edTPA Student Support Site](#) (review all sections relevant to you and your edTPA program)
- Participate in your weekly cohort conference call by being prepared to discuss this week's readings, the "Demonstration Teaching and Cohort Seminar Overview" PPT, edTPA Support Site, and the Go React Video System
- Complete Week 1 [cohort seminar journal] due this week

FOR WASHINGTON STATE STUDENTS ONLY: All Washington state students must complete a weekly hours log that will be submitted as a journal assignment upon completion of the required 450 classroom/school-based hours. This is a state licensure requirement and you cannot graduate until this form has been completed and submitted. Your cohort facilitator will present specific information for Washington students during this week's call on the Washington hours log requirement.

**Week 2: Teacher Dispositions, Ethics, Observations and Evaluation, and preparing for the edTPA**

**Teacher Dispositions and Ethics**

Reflecting on your own teaching effectiveness is essential to professional growth. You will learn to identify personal strengths and challenges in developing pedagogy, creating engaging lessons, implementing instruction, overcoming professional challenges, managing a classroom, using teaching aids and technology, and assessment strategies. You will also take the Teacher Disposition Index survey and reflect on the results.

This week is also focused on how to set appropriate boundaries in the classroom. Appropriate boundaries are critical not only to successful relationships with students, but also to protect you professionally. This means determining appropriate physical boundaries with students as well as making a distinction between your private life and your professional life.

**Teacher Dispositions and Ethics**

In this section you will learn about what teacher dispositions are and how they apply to you.
Read

Recommended reading from *The First Days of School:*

- Chapter 6: "Why Positive Expectations Are Important"
- Chapter 7: "How to Help All Students Succeed"
- Chapter 9: "How to Invite Students to Learn"
- Chapter 10: "How to Increase Positive Student Behavior"

Observations and Evaluations:

You will receive a copy of the “Observations and Evaluations” PowerPoint from your cohort facilitator via email prior to this week’s call. Please review it carefully as these topics will be discussed during the call:

- Observations and evaluations during demonstration teaching
- Who will complete your observations and evaluations
- How many observations and evaluations will be completed within DT
- Tips for success on your observations and evaluations
- Scoring and rubrics for the forms

Read

In this section, you will review information regarding appropriate social media guidelines with students and setting physical boundaries with students.

Read

- "Use of Electronic Communication and Social Media"
- "Teach But Don't Touch"

Preparing for edTPA

- Review the edTPA exemplars on the [edTPA Student Support Site](#) that align with your edTPA content area
  - edTPA Exemplars/Password: edTPA
- Review FAQ: How to Introduce your Host Teacher to edTPA Requirements
- Review the edTPA Parental Consent form on the edTPA Supports site. Schedule a time to discuss distribution of the form with your host teacher.

Complete

- Participate in your cohort conference call
- Take the [Teacher Disposition Index](#) survey
- Go to DT journals in [Taskstream](#) and respond to the Week 2 journal prompt

**Week 3: Review of the edTPA Scoring and Remediation Process**
The Teacher Performance Assessment (edTPA) is a subject area-specific, performance-based portfolio assessment centered on student learning. The edTPA consists primarily of a series of teaching events documenting teaching and learning in a 3 to 5 lesson learning segment for one focus learner.

The specific records of practice (evidence) in the teaching event consist of teaching artifacts (i.e., lesson plans, video clips of instruction, student work samples, teacher assessments, daily records) and reflective commentaries explaining the professional judgments underlying the teaching and learning that occurs in the teacher candidate's classroom.

This week’s call will review:

- Taskstream review process
- State passing scores for the edTPA
- Pearson submission windows/dates
- edTPA resubmission support plan process after 4th unsuccessful Taskstream review
- Remediation plan process if edTPA does not pass with Pearson

**Recommended Timeline for Completing the edTPA**

It is critical to review the requirements of the edTPA in order to ensure you are able to collect all of the necessary data, teaching experiences, and student work samples.

It is recommended that you complete your edTPA in your first placement, as long as you have at least one student with an IEP who can serve as your focus student. If you do not have at least one student with an IEP student in your first placement, you will need to complete your edTPA in your second placement. If you need to complete your edTPA in your second placement, please schedule a one-on-one appointment with your cohort facilitator to develop an individualized timeline for your edTPA.

Find the Special Education edTPA Handbook in your Taskstream account. The handbook is critical to your success with the edTPA. Please access and review your handbook regularly, as it provides an overview of each task, as well as the rubrics for each edTPA task.

It is also important that you regularly access the edTPA Student Support Site and review all of the materials in the “edTPA Special Education” content page. Here you will find important resources to support completion of the SPED edTPA.

You will find two courses related to your edTPA work in Taskstream:

- edTPA
- Cohort seminar journals
- It is recommended that you print and consistently review this the SPED edTPA Pacing Guide: SPED edTPA Pacing Guide

**Complete**
Week 4: Lesson Planning, Pacing, and edTPA Task 1 (Planning) and Task 2 (Instruction)

During the Effective Teaching Practices domain of study, you learned about curriculum development, alignment, and lesson planning. Establishing clear learning goals that are aligned to state standards is fundamental to the assessment of whether learning has occurred. Lesson objectives are the specific and measurable requirements of exactly what is expected of students during the lesson. In this section, you will refine your lesson planning and presentation skills as you begin planning to lead instruction in your demonstration teaching classroom.

Lesson Planning

In this section you will review writing effective goals and objectives that are aligned to state or common core standards. You will explore how standards, goals, and objectives guide effective lesson planning.

Read

- Writing Instructional Goals and Objectives
- "Setting Targets and Writing Objectives"
- "Write a Lesson Plan Guide"
- Chapter 21: "How to Create an Effective Assignment" in The First Days of School

Pacing and Transitions

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

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. Successful transitions between activities in the classroom are another key to maximizing instructional time.

Read

- "Instructional Pacing"
- "Injecting Pace Into Lessons"
- "Teaching Transitions: Techniques for Promoting Success Between Lessons"

edTPA Task 1 (Planning Task)

In Planning Task 1, you will develop your 3–5 edTPA learning segment based on one learner (your focus learner) from your class, group, or caseload. The focus learner should have multiple learning needs so that you may demonstrate your ability to meet the complex needs of a
learner. You will identify one learning goal for the focus learner and plan and provide supports related to that learning goal, as outlined in your edTPA Handbook.

As you develop your plans, you need to think about the following:

- What does your focus learner know, what can he or she do, and what is he or she still learning to do?
- What does the focus learner need to learn to make progress toward the selected learning goal (academic or nonacademic)?
- What are the important knowledge and skills you want the focus learner to develop within the learning segment?
- What instructional strategies and learning tasks will you design to support access, learning, and related communication?
- How will you monitor and record the focus learner’s progress toward lesson objectives?
- How is the teaching you propose informed by your knowledge of your focus learner?
- In preparation for this week’s call, please carefully review all Planning Task 1 information in your edTPA Handbook and in the “Making Good Choices” edTPA Support Guide (found as a link in Chapter 1 of your edTPA Handbook).

edTPA Task 2 (Instruction Task)

In Instruction Task 2, you will demonstrate how you support and engage students in your learning content area. Before you begin your instruction, you need to think about the following:

- How does the learning environment demonstrate respect for and rapport with all learners, including the focus learner, and enhance progress toward self-determination, and support engagement in learning?
- How do the strategies engage and motivate your focus learner in learning tasks to achieve the lesson objectives?
- How are you connecting new learning to the focus learner’s prior knowledge, skills, and personal, cultural, or community assets?
- How are you using strategies and materials to scaffold instruction for or otherwise support the focus learner?
- How will your instructional strategies, planned supports, and materials support learning, capitalizing on the focus learner’s strengths and developing or applying developmentally appropriate self-directed learning strategies?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet the focus learner’s needs for acquiring, generalizing, maintaining, and/or self-directing use of the goal-related knowledge and skills?

Please come to the call ready to discuss the following:

Instruction Task 2 outlines requirements for your edTPA video:

- What is your plan for capturing all of the specific required elements for your video? (Review the rubrics and the prompts from the Instruction Planning Commentary to identify what you are required to capture in your edTPA video.)
What are examples of specific components that you must capture in your video?

Also, review your edTPA Evidence Chart so you are prepared to discuss the specific requirements of your video (e.g., allowable length of video, number of videos allowed, etc.) and other elements of Task 3.

How will you assure that you have adequate sound and picture quality so evaluators can effectively review and evaluate your video?

Complete

- Participate in your cohort seminar call
- Complete cohort seminar journal 4

If you are completing your edTPA learning segment in your first placement, and have met with your host teacher and have your edTPA plan in place, you can complete the edTPA journal 5 as soon as possible. You must pass this journal before proceeding forward with your edTPA.

**Week 5: Assessing Student learning and edTPA Task 3 (Assessment Task)**

Assessing students is an important part of teaching. Pre-assessments, formative assessments, and post-assessments can help you to determine student levels of understanding before teaching lessons, to make adjustments to instruction during lessons, and to show the extent to which students have succeeded in mastering the content of lessons.

**Assessing Student Learning**

In this section, we consider the range of assessment strategies and approaches and explore the importance of ongoing and consistent assessment.

**Read**

Recommended reading from *The First Days of School*:

- Chapter 22: "How to Test for Student Learning"
- Chapter 23: "How to Assess for Student Learning"

**edTPA Task 3/Assessment Task**

In Task 3, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction? How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?
Read the Following:

In preparation for this week's call, please carefully review all Assessment Task 3 information in your edTPA Handbook and in the "Making Good Choices" edTPA Support Guide.

For Task 3 you will use the baseline data, the daily assessment records, and work samples from the learning segment to analyze the focus learner’s progress toward reaching the lesson objectives for the learning goal. Address the focus learner’s strengths and continuing needs in your analysis.

Please come to the call ready to discuss the following:

- Questions you have related to Task 3 rubrics
- Examples of baseline data that you will be using as a component of your edTPA learning segment

Complete

- Participate in your weekly cohort seminar call
- If you have met with your host teacher and have your edTPA plan in place, you should complete journal 5 in Taskstream

For Washington State Students Only: All Washington state teacher candidates must have a clear understanding of the Teacher Principal Evaluation Project (TPEP) that is being implemented throughout all school districts in the state. Washington state passed legislation requiring school districts to implement this new evaluation system for all teachers and principals beginning in 2013–2014. This new system is intended to provide consistent, meaningful feedback to educators that will more effectively promote continuous professional growth and enhance student learning. Your cohort facilitator will engage in presentations to all Washington cohorts, providing information related to TPEP.

Washington students will engage in assigned reading related to TPEP and complete two assignments in the cohort seminar journals. This week complete your Professional Growth Plan (PGP) and Teacher Principal Evaluation Project (TPEP) in Taskstream. Please note that these are Washington state licensure requirements and must be completed prior to passing the cohort.

Week 6: Student Engagement, Individual Education Plans (IEPs), and Transition Plans

The IEP process is a shared responsibility of a student's family, school, and community. The development of an IEP is part of a cycle that begins with a concern about a particular child. The cycle has the following steps: pre-referral, referral, evaluation, eligibility, IEP development, IEP implementation, and annual review. Special education teachers need to have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities. Some IEPs may include additional documents. Transition plans and functional behavioral assessments are sometimes developed as part of the IEP.
Like all students in the school system, children with special needs go through major transitions as they enter preschool, elementary school, middle school, high school, and then graduate into adulthood. Transition services are coordinated sets of activities, provided to the student by the school and sometimes other agencies, to promote a successful transition during major grade-level or life changes.

**Individual Education Plan**

This section covers IEP development. Special education teachers need to have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities.

**Read**

- "Individualized Education Plans (IEPs)"
- [IEP guide](#)

**Transitions in Special Education**

In this section, you will read about transition services based on a student's strengths, preferences, and interests. Using strengths makes it clear what transition goals should focus on and build upon what the student can do instead of focusing on what the student cannot do.

**Read**

- "Special-Education Transitions"
- [Transition to Middle School](#)

**Complete**

- Participate in your cohort seminar call
- If you have met with your host teacher and have your edTPA plan in place, you can complete journal 5 in [Taskstream](#)

**Student Engagement**

Student engagement is a key element of classroom management. It is important to incorporate daily strategies for keeping students interested and engaged.

In order to help students engage meaningfully with content using critical thinking skills, it is necessary to use effective classroom discussion techniques. Explaining content is passive while discussing content is active. You will read about verbal communication techniques such as questioning, prompts, and voice inflection. You will also explore the role of non-verbal communication techniques such as body language, eye contact, and hand signals to focus and extend discussions. Using wait time allows all students the time to process their thinking. There are strategies that can help you prepare students for both small and large group discussions as well as teaching them the skills needed for student-led discussions where students respond to each other's questions.
Read

- "35 Student Engagement Strategies"

Watch

View the following videos for an example of strong instructional strategies and student engagement:

- Video example 1 ("Trimmed-2")
- Video example 2 ("Math Lesson")
- Video example 3 ("Whole Brain Teaching: High School Math")
- Video example 4 ("Powerful Teaching and Learning—High School Measurement Lesson")
- Video example 5 ("Vocabulary Instruction")

Complete

- Participate in your cohort conference call
- If you have met with your host teacher and have your edTPA plan in place, you can complete EdTPA journal 5 in Taskstream
- Remember, there is no cohort call next week; instead, schedule a 15-minute one-on-one call with your CF next week using the “book time with me” link

Week 7: No Weekly Cohort Call: Individual Calls with Cohort Facilitator (CF)

Please schedule a 15-minute one-on-one call with your CF using the “book time with me link” found in the email signature line.

Please be prepared to discuss:

- Timing of your edTPA learning segment—are you completing your edTPA in your first or second placement?
- What questions do you have that you would like to discuss with your CF?

Week 8: Inclusion and Culturally Responsive Classroom Management

Under the inclusion model, students with special needs spend some, most, or all of their time with non-disabled students. It may look very different in different school districts. The definition of inclusion in education is the act of an individual attending regular education classes with the supports and services needed to successfully achieve the individual's IEP goals. Inclusion is the desired state to achieve, and it may or may not occur by simple placement alone. It is an ongoing process. Unless a student has a sense of identity with the class and has the support and services needed to reach his or her IEP goals, then inclusion has not been achieved.

Inclusion
In this section, you will research different inclusion placements and models. Schools are required to offer students the least restrictive environment. Special education teachers work with students on their IEPs using modifications, accommodations, and adaptations.

Review the following pages from the Kids Together website:

- "What is Inclusion?"
- "Rights to Reg. Ed."
- "Adapting Curriculum for Primary-Age Children"
- "Glossary"

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 Harry Wong suggests? Think about how you are teaching your students self-discipline and self-management.

**Classroom Management in Culturally Responsive Classrooms**

One of the most important factors related to classroom management is creating a culturally responsive classroom. A culturally responsive classroom is one in which the background, learning styles, and preferences of the students in the classroom is taken into consideration. If teachers don't consider and plan for the cultural needs of all the students in the classroom, classroom management can be challenging to achieve. This week's conference call and readings are on the topic of culturally responsive classrooms and will help you organize your own classroom management plan.

**Read**

Recommended reading from *The First Days of School*:

- Chapter 11: "How to Have a Well-Managed Classroom"
- Chapter 18: "How to Have an Effective Discipline Plan"

**Resources**

The following document contains brief descriptions of teaching strategies designed to bolster student engagement.

- "35 Student Engagement Strategies"

The following website describes all aspects of the National Equity Project which provides equity based learning opportunities for schools and districts.

- National Equity Project

The following article discusses classroom management through the lens of a culturally responsive classroom approach.
Complete

- Participate in your cohort conference call
- All cohort seminar journals should be completed by this time. You should schedule a one-on-one appointment with your cohort facilitator if they have not all been completed.

If you are completing your edTPA in your first placement, all journals should be submitted by this week. If not, you should schedule a one-on-one appointment with our cohort facilitator to discuss.

**Week 9: Differentiated Instruction and Culturally Responsive Instruction**

Professor Elizabeth B. Kozleski chairs the Special Education program at the University of Kansas. Her work theorizing systems change for equity, inclusive education, and professional learning is well recognized nationally and internationally. This week, you will review Professor Kozleski's article "Culturally Responsive Teaching Matters!"

Professor Geneva Gay wrote that culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know. By embracing the sociocultural realities and histories of students through what is taught and how, culturally responsive teachers negotiate classroom cultures with their students that reflect the communities where students develop and grow. This is no small matter because it requires that teachers transcend their own cultural biases and preferences to establish and develop patterns for learning and communicating that engage and sustain student participation and achievement.

**Differentiated Instruction**

In this section you will consider how to differentiate instruction to meet individual student's needs as well as how to keep students actively engaged throughout lessons.

**Read**

Recommended reading from *The First Days of School*:

- Chapter 24: "How to Enhance Student Learning"

Read one of these resources:

- Reading Rockets (elementary focused)
- "Creating Schools in Which All Students Can Succeed"
- Awareness Activities
- "Never too Late: Approaches to Reading Instruction for Secondary Students With Disabilities"

**Culturally Responsive Instruction**
Read

- "Culturally Responsive Teaching Matters!"

Complete

- Participate in your cohort conference call
- If you are completing your edTPA in your 2nd placement and have met with your host teacher, complete journal 5 in Taskstream

**Week 10: Trauma Sensitive Classroom Management**

Many times, teachers respond to negative student behavior without thinking about the possible causes. Sometimes the causes include a student's personal life challenges or a lack of structure or consistency that teachers should be providing in the classroom. Some students may have experienced traumatic life events that impact their ability to follow standard classroom management procedures. Classroom management in a culturally responsive classroom asks teachers to know their students' backgrounds; this includes understanding the behavior of students that could be related to a current or previous traumatic event.

**Trauma Sensitive Classroom Management**

In this section you will learn about current research and methods of supporting trauma sensitive students with positive classroom management strategies.

**Watch**

This is a video where one of the initial researchers in trauma-sensitive children explains how this research came about and how it impacts the child. (Almost 16 minutes)

- "How Childhood Trauma Affects Health Across a Lifetime"

**Read**

This website has many resources, including articles, on how to help traumatized students to learn. Please watch the introductory video on this website.

- Trauma Sensitive Schools

**Resources**

This article is focused on trauma-sensitive learning in relation to a teenager's experience.

- "Trauma Informed Teaching"

This is an article on how trauma-informed teaching and learning can help students to achieve at higher levels.
Complete

- "How Trauma-Informed Schools Can Help Students"

Week 11: Maximizing Instructional Time through Effective Lesson Pacing and Transitions

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.

Maximizing Instructional Time through Effective Lesson Pacing and Transitions

In this section, we reflect on 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. You will review how to manage classroom transitions to make the most of instructional time.

Read

Read one of the following:

- "Instructional Pacing"
- "Injecting Pace Into Lessons"
- "Teaching Transitions: Techniques for Promoting Success Between Lessons"

Complete

Week 12: Learning Resources and Technology

In order to successfully differentiate instruction and create lessons that actively engage students, it is important to evaluate and select appropriate resources. Whether you are considering print or digital resources, matching the standards, curriculum, and student needs is the key factor to evaluate. Is the tool or resource you are planning to use the most effective way to help students master the objectives of your lesson?

Resources and Technology

In this section, we discover a variety of guides you could use in choosing resources and technology for your classroom.

Read
Read one of the following:

- "Evaluating, Selecting and Acquiring Learning Resources: A Guide"
- "Teaching Every Student: Five Key Elements" *Technology*, page 4–10
- "The Time-Tested Dos and Don'ts of Using Classroom Technology"
- "Use and Abuse of Technology in the Classroom"
- Website evaluation
- App evaluation
- "Evaluating Internet Resources"

Complete

- Participate in your cohort conference call

**Week 13: 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.

**Community Resources**

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

Read

- "What Research Says About Family-School-Community Partnerships"

Complete

- Participate in your cohort conference call

**Week 14: Professional Collaboration and Supervisory Skills**

Why is it important to collaborate with others when planning and implementing instruction? What is the value of sharing ideas and experiences with peers? Teachers are more effective when they work together. In this section, you will explore establishing collegial relationships and the benefits of using teamwork and teambuilding strategies.

A volunteer or employed paraprofessional can make the difference in enhancing 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?

**Professional Collaboration and Supervisory Skills**

Effective schools and districts have learning teams. 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.

Read

Recommended reading from *The First Days of School*:

- **Chapter 25: “How to Be a Teacher-Leader”**

Complete

- Participate in your cohort conference call

**Week 15: 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.

**Professional Development**

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.

After visiting the following websites, sign up for [ASCD SmartBrief](#). These briefs can help you start to make a plan for your future professional development.

Review the following articles about employment interviewing techniques:

- "[Teacher Interview Tips](#)"
- "[Negative Factors Observed During Job Interviews](#)"

Go to the WGU [Student Handbook knowledge base](#) and find your state's folder on the Teacher Licensure home page. 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. There are many professional services and information about graduation and job searching strategies that you may find useful. Take some time to visit the following websites:

- [WGU Alumni and Career Services](#)

Complete

- Participate in your cohort conference call

**Week 16: Reflection and Professional Portfolio**

Congratulations on reaching the conclusion of the cohort seminar. If you have not yet received a successful review of your edTPA in Taskstream, you will continue to meet with your cohort for
two additional weeks (or until you receive a successful review) to work towards completion of your edTPA. In addition, you will need to complete and submit your portfolio to Taskstream.

Reflection

There are no readings for this final week of the cohort. In your cohort seminar conference call you will reflect on your experience during demonstration teaching and the cohort seminar.

Professional Portfolio

Teaching is lifelong learning. 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 and prepare for your next steps towards graduation. As a new teacher, it is important for you to have evidence of your growth as a professional educator. This week, you will be developing a professional portfolio, which will serve as a vehicle for collecting and presenting that evidence of growth and development.

The professional portfolio is a way to show your colleagues and potential employers the skills you have acquired throughout your DT experience. The portfolio should include three lesson plans that you will be using for your edTPA. The lesson plans should address each of the following topics: using and promoting academic language, differentiating instruction, effectively managing a classroom through motivation and engagement, incorporating effective instructional strategies, using assessment to guide instruction, and impacting student learning. Your portfolio will also include a resume and a philosophy of teaching essay.

The professional portfolio is one of several assessments that pertain to your demonstration teaching. This portfolio is a way to show your colleagues and potential employers the skills you have acquired throughout your DT experience. The portfolio is a web based document that includes several components:

1. Philosophy of teaching essay
2. Updated resume
3. Professional Growth Plan
4. Four artifacts that you have created (e.g., lesson plans; assessments; projects you have completed for WGU, or edTPA material)
5. Competency Matrix to accompany the four artifacts

Read

The following document provides screen shots and step-by-step directions for how to create a web folio in Taskstream.

- Portfolio Help document

The following document from WGU Career Services provides guidelines for creating/updating the resume component of the professional portfolio.

- Teacher Resume Guidelines
Watch

The following video is a short tutorial on how to create and assemble the professional portfolio.

- Professional Portfolio

Note: This project may require you to submit data about students in your class. Privacy laws such as FERPA require that you remove any identifying information (e.g., name, school student ID numbers, addresses, pictures) from any submissions to WGU. If you use fictitious names, you must note this in your documentation.

Complete

- Participate in your cohort conference call
- All cohort seminar journals should be completed by this week

Week 17 and 18: edTPA Completion

All students who have not submitted their edTPA for evaluation to Pearson will be required to continue to meet at their regularly scheduled cohort time to focus specifically on edTPA completion. As soon as you have received a successful review in Taskstream and submitted to Pearson, you will not be required to attend any of the remaining calls.

edTPA Completion

Complete

- Participate in weekly cohort conference call if you have not submitted your edTPA for evaluation
- Bring your edTPA questions to our call for discussion
- Submit edTPA for evaluation to Pearson once you have received a successful review in Taskstream

MoPTA Cohort Seminar Missouri

Welcome to Demonstration Teaching and your cohort seminar! The Missouri Pre-Service Performance Assessment (MoPTA) serves as the final, culminating project in your degree program. The MoPTA consists of 4 tasks that are prepared and submitted separately. Each task has a separate deadline that must be met.

The MoPTA contains very specific elements. Therefore, it is important that you have a thorough overview of all of the components prior to starting on any of them. You can preview the specific task directions for the MoPTA using the "Assessment Preparation" box in this course. Your work for the MoPTA will be submitted in Taskstream for review, then submitted to Educational Testing Services (ETS) for official grading. The Teacher Success team enrolls you in the MoPTA in Taskstream, and you will have access there to the MoPTA Handbook. Mentors will not need to pre-approve the appropriate assessment on your degree plan or send referrals to Taskstream. You will have extensive support for completion of the MoPTA through your cohort facilitator and cohort seminar.
Week 1: Introduction to Demonstration Teaching, Cohort Seminar and the Missouri Pre-Service Teacher Assessment (MoPTA) Task 1

Throughout your 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 MoPTA.

Preparing for Demonstration Teaching & Cohort Seminar

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

Introduction

Read

Recommended reading from The First Days of School:

- Chapter 1: "Why You Need to Succeed on the First Days of School"
- Chapter 2: “What Is an Effective Teacher?”
- Chapter 3: "How You Can Be a Happy First-Year Teacher"

Preparing for the MoPTA

The Missouri Pre-Service Teacher Assessment (MoPTA) demonstrates performance in content coursework and clinical experience at the exit level for Missouri teachers. The MoPTA is required for certification by the State of Missouri. The assessment is taken during demonstration teaching prior to exiting your preparation program. The MoPTA contains a series of tasks requiring written commentary and submission of artifacts with specific submission deadlines, which are outlined below.

The following is a recommended timeline for completing your MoPTA during your demonstration teaching. Please consult with your cohort facilitator on specific dates for submission of the MoPTA tasks:

- Review the MoPTA Handbook and all resource materials to gain understanding of MoPTA requirements
- Plan for completion of the four MoPTA tasks in collaboration with your host teacher
- MoPTA Task 1 must be submitted in Taskstream for review, without a review in Taskstream, you will not receive a voucher
- Register for the MoPTA
- MoPTA Task 1 due to Educational Testing Services (ETS) for official scoring by (no late submission option)

Complete
Week 3: Observations and Evaluations and Preparing for the MoPTA Task 2

Observations and Evaluations:

You will receive a copy of the “Observations and Evaluations” PowerPoint from your cohort facilitator via email prior to this week’s call. Please review it carefully as these topics will be discussed during the call:

- Observations and evaluations during demonstration teaching
- Who will complete your observations and evaluations
- How many observations and evaluations will be completed within DT
- Tips for success on your observations and evaluations
- Scoring and rubrics for the forms

It is critical to review the requirements of the MoPTA in order to ensure you are able to collect all of the necessary data, teaching experiences, and student work samples to submit by the required deadlines outlined below.

Tasks 2 and 3:

- MoPTA tasks 2 and 3 must be submitted in Taskstream for review
- MoPTA tasks 2 and 3 due to ETS for official scoring (no late submission options)
- Begin working on MoPTA Task 4

Task 4:

- MoPTA Task 4 must be submitted to TaskStream for review
- MoPTA Task 4 due to ETS for official scoring (no late submission options)

You will find the MoPTA Handbook and support materials in Taskstream. The handbook is critical to your success with the MoPTA. Please access and review the handbook regularly, as it provides an overview of each task, as well as the rubrics you will be assessed on for each task.

You will find two courses related to your MoPTA work in Taskstream:

- MoPTA
- MoPTA Journal Reflection Prompts (DT MoPTA Journal). You will submit journals to your cohort facilitator based on the journal prompts.

Complete

- Participate in your weekly cohort conference call
- Go to the MoPTA Student Support Site and engage in a review of the resources provided
- Complete Video Practice Journal in Taskstream
Week 5: Teacher Dispositions and Appropriate Boundaries, MoPTA Task 3

Reflecting on your own teaching effectiveness is essential to professional growth. You will learn to identify personal strengths and challenges in developing pedagogy, creating engaging lessons, implementing instruction, overcoming professional challenges, managing a classroom, using teaching aids and technology, and assessment strategies. You will also take the Teacher Disposition Index survey and reflect on the results.

This week is focused on how to set appropriate boundaries in the classroom. Appropriate boundaries are critical not only to successful relationships with students, but also to protect you professionally. This means determining appropriate physical boundaries with students as well as making a 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.

Teacher Dispositions and Ethics

In this section you will learn about what teacher dispositions are and how they apply to you.

Read

Recommended reading from *The First Days of School:*

- Chapter 6: "Why Positive Expectations Are Important"
- Chapter 7: "How to Help All Students Succeed"
- Chapter 9: "How to Invite Students to Learn"
- Chapter 10: "How to Increase Positive Student Behavior"

Appropriate Boundaries with Students

In this section, we review information regarding appropriate social media guidelines with students and setting physical boundaries with students.

Read

- "Use of Electronic Communication and Social Media"
- "Teach But Don't Touch"

Complete

- Participate in your cohort conference call
- Take the Teacher Disposition Index survey
- Go to the journals in Taskstream and respond to the ethics journal prompt

Week 7: Classroom Management in a Culturally Responsive Classroom MoPTA Task 2 and 3 Support

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 Harry Wong suggests? Think about how you are teaching your students self-discipline and self-management.

**Classroom Management in Culturally Responsive Classrooms**

One of the most important factors related to classroom management is creating a culturally responsive classroom. A culturally responsive classroom is one in which the background, learning styles and preferences of the students in classroom is taken into consideration. If teachers don't consider and plan for the cultural needs of all students in the classroom, classroom management can be challenging to achieve. This week's conference call and readings will be on the topic of culturally responsive classrooms and will help you organize your own classroom management plan.

**Read**

Recommended reading from *The First Days of School*:

- Chapter 11: "How to Have a Well Managed Classroom"
- Chapter 18: "How to Have an Effective Discipline Plan"

The following document contains brief descriptions of teaching strategies designed to bolster student engagement.

- "35 Student Engagement Strategies"

The following article compares the environment of a culturally responsive classroom to a home in which the homeowner is preparing for guests. Practical suggestions for creating a culturally responsive classroom are provided.

- "Culturally Responsive Classroom"

The following website describes all aspects of the National Equity Project which provides equity based learning opportunities for schools and districts.

- National Equity Project

The following article discusses classroom management through the lens of a culturally responsive classroom approach.

- "Relationship Building Through Culturally Responsive Classroom Management"

**Complete**

- Participate in your cohort conference call
- Go to the journals in Taskstream and respond to the Professional Competency Part 1 prompt
Week 9: A Trauma Sensitive Classroom Management MoPTA Task

Many times, teachers respond to negative student behavior without thinking about the possible causes. Sometimes the causes include a student's personal life challenges or a lack of structure or consistency that teachers should be providing in the classroom. Some students may have experienced traumatic life events that impact their ability to follow standard classroom management procedures. Classroom management in a culturally responsive classroom asks teachers to know their students' background; this includes understanding the behavior of students that could be related to a current or previous traumatic event.

**Trauma Sensitive Classroom Management**

In this section you will learn about current research and methods of supporting trauma sensitive students with positive classroom management strategies.

**Watch**

This is a video where one of the initial researchers in trauma-sensitive children explains how this research came about and how it impacts the child. (Almost 16 minutes)

- "How Childhood Trauma Affects Health Across a Lifetime"

**Read**

This website has many resources, including articles, on how to help traumatized students to learn. Please watch the introductory video on this website.

- "Trauma Sensitive Schools"

This article is focused on trauma-sensitive learning in relation to a teenager's experience.

- "Trauma Informed Teaching"

This is an article on how trauma-informed teaching and learning can help students to achieve at higher levels.

- "How Trauma-Informed Schools Can Help Students"

**Complete**

- Participate in your cohort conference call

**Week 11: Differentiated Instruction**

Differentiated instruction enables teachers to plan for the unique needs of each student, capitalizing on the student's strengths and addressing individual needs. This week's readings provide a range of strategies and ideas for integrating differentiated instruction into your classroom practice.
Differentiated Instruction

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

Read

The following article examines differentiation and the initial challenges involved in meeting the learning needs of all students.

- "Creating Schools in Which All Students Can Succeed"

Watch

The following video describes differentiated instruction and provides examples and practical applications of differentiated instruction.

- "Using Differentiated Instruction to Support All Learners"

The following document provides a list of links to articles describing how to differentiate instruction in a variety of different learning situations.

- Reading Rockets: Links to Differentiated Instruction Articles

Complete

- Participate in your cohort conference call
- Go to the journals in Taskstream and respond to the Professional Competency Part 2

Week 13: Community Resources and Parental Involvement

There are many resources in the local community that teachers can access to enhance student learning. A wide range of studies confirms 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.

Community Resources

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

Read

The following article provides an overview of the Epstein model of Six Types of Involvement regarding family, communities, and schools.

- "What Research Says About Family-School-Community Partnerships"

Parental Involvement
Parental involvement centers on strong communication and outreach. The actual level of involvement may vary for elementary and secondary students, but it is still important to consider the ways in which parents are involved in their child's learning. You may encounter questions and feedback from parents and need to have some strategies in place for effective communication.

**Watch**

The following video shows a panel of high school students discussing parental involvement.

- "CNN: Why Parents Matter in Education"

The following video provides strategies for communicating with an upset or angry parent.

- "How to Handle an Angry Parent with Class and Calm"

The following video is about the Watch D.O.G.S. program.

- "Watch D.O.G.S. Dads at Woodland West Elementary"

**Complete**

- Participate in your cohort conference call

**Week 15: Professional Portfolio and Reflection**

**Professional Portfolio**

Teaching is lifelong learning. 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 and prepare for your next steps towards graduation. As a new teacher, it is important for you to have evidence of your growth as a professional educator. This week, you will be developing a professional portfolio, which will serve as a vehicle for collecting and presenting the evidence of that growth and development.

The professional portfolio is a way to show your colleagues and potential employers the skills you have acquired throughout your DT experience. The portfolio should include three lesson plans that you will be using for your MoPTA. The lesson plans should address each of the following topics: using and promoting academic language, differentiating instruction, effectively managing a classroom through motivation and engagement, incorporating effective instructional strategies, using assessment to guide instruction, and impacting student learning. Your portfolio will also include a resume and a philosophy of teaching essay.

The professional portfolio is one of several assessments that pertain to your demonstration teaching. This portfolio is a way to show your colleagues and potential employers the skills you have acquired throughout your DT experience. The portfolio is a web-based document that includes several components:
1. Philosophy of teaching essay
2. Updated resume
3. Professional Growth Plan
4. Four artifacts that you have created (e.g., lesson plans; assessments; projects you have completed for WGU, or MoPTA material)
5. Competency Matrix to accompany the four artifacts

Read

The following document provides screen shots and step-by-step directions for how to create a web folio in Taskstream.

- [Portfolio Help document]

The following document from WGU Career Services provides guidelines for creating and updating the resume component of the professional portfolio.

- [Teacher Resume Guidelines]

Watch

The following video is a short tutorial on how to create and assemble the professional portfolio.

- ["Professional Portfolio"]

Note: This project may require you to submit data about students in your class. Privacy laws such as FERPA require that you remove any identifying information (e.g., name, school student ID numbers, addresses, pictures) from any submissions to WGU. If you use fictitious names, you must note this in your documentation.

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.

Please make sure your calendars are marked to submit MoPTA Task 4 to Taskstream and to ETS please find the specific dates on the MoPTA Support Site.

Reflection

There are no readings for this final week of the cohort. In your cohort seminar conference call you will reflect on your experience during demonstration teaching and the cohort seminar.

TWS cohort seminar?all remaining states

Welcome to Demonstration Teaching and your cohort seminar! Take advantage of working with your peers during this seminar to support each other during demonstration teaching.

Week 1: Introduction to Demonstration Teaching and the Cohort
Seminar
Welcome to Demonstration Teaching 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.

Orientation

In this section, you will spend time with your cohort to review the expectations of the cohort seminar and demonstration teaching in general. You will also read about how you can have a successful experience in the DT classroom.

Read

Recommended reading from The First Days of School:

- Chapter 1: "Why You Need to Succeed on the First Days of School"
- Chapter 2: "What Is an Effective Teacher?"
- Chapter 3: "How You Can Be a Happy First-Year Teacher"

Complete

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 1 journal prompt

Week 2: Observations and Evaluations in DT

Observations and Evaluations

The observations and evaluations you receive during DT are crucial to your success and it is important to understand how you are assessed. You will receive a copy of the “Observations and Evaluations” PowerPoint from your cohort facilitator via email prior to this week’s call. Please review it carefully as these topics will be discussed during the call:

- Observations and evaluations during demonstration teaching
- Who will complete your observations and evaluations
- How many observations and evaluations will be completed within DT
- Tips for success on your observations and evaluations
- Scoring and rubrics for the forms

Complete

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 2 journal prompt

Week 3: Teacher Dispositions, Ethics and Appropriate Boundaries

Reflecting on your own teaching effectiveness is essential to professional growth. You will learn
to identify personal strengths and challenges in developing pedagogy, creating engaging lessons, implementing instruction, overcoming professional challenges, managing a classroom, using teaching aids and technology, and assessment strategies. You will also take the Teacher Disposition Index survey and reflect on the results.

This week we will also learn how to set appropriate boundaries in the classroom. Appropriate boundaries are critical not only to successful relationships with students, but also to protect you professionally. This means determining appropriate physical boundaries with students as well as making a 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.

**Teacher Dispositions and Ethics**

In this section you will learn about what teacher dispositions are and how they apply to you.

**Read**

Recommended reading from *The First Days of School:*

- Chapter 6: "Why Positive Expectations Are Important"
- Chapter 7: "How to Help All Students Succeed"
- Chapter 9: "How to Invite Students to Learn"
- Chapter 10: "How to Increase Positive Student Behavior"

**Appropriate Boundaries with Students**

In this section you will review information regarding appropriate social media guidelines with students and setting physical boundaries with students.

**Read**

The following article is a professional document outlining best practices in using electronic communication and social media.

- "Use of Electronic Communication and Social Media"

The following article from the National Education Association provides practical advice for teachers on how to avoid accusations of improper conduct with students.

- "Teach But Don't Touch"

**Complete**

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 3 journal prompt

**Week 4: Teacher Work Sample and Professional Portfolio**
You will be required to complete and be enrolled in a Teacher Work Sample (TWS) and a professional portfolio. A Teacher Work Sample is a performance-based narrative developed by a teacher candidate. It provides written evidence to document the teacher candidate's ability to increase student learning. The TWS requires teacher candidates to consider what contextual factors may affect their teaching and what insights they gain in the process of planning, adapting, implementing and assessing instruction. This process enables a teacher candidate to demonstrate the ability to plan, implement, and evaluate a standards-based unit of instruction for a specific class of students while facilitating learning for all students.

This week the focus will be on key information for the tasks you are required to complete for the TWS and professional portfolio. You must teach a two-week unit for the Teacher Work Sample.

**Teacher Work Sample**

The Teacher Work Sample unit must be taught in your DT classroom. The tasks you will complete to document the unit and lessons are located in Taskstream.

To view examples of Teacher Work Sample tasks, go to the Model Capstone site by clicking on the first link below. You may be prompted to sign in to this site. Choose the "PingFed" option and sign in using your WGU portal username and password. Once you are in the site, click on "Model Capstone Archive." You will find examples of TWS projects in the Graduate Teachers College section and also in the Undergraduate section. Not all of the information is included for the Teacher Work Samples to protect privacy.

- [WGU Model Capstones](#)

**Professional Portfolio**

The professional portfolio is one of several assessments that pertain to your demonstration teaching. This portfolio is a way to show your colleagues and potential employers the skills you have acquired throughout your DT experience. The portfolio is a web-based document that includes several components:

- philosophy of teaching essay
- updated resume
- Professional Growth Plan
- four artifacts that you have created (e.g., lesson plans, assessments, projects you have completed for WGU, or TWS material)
- Competency Matrix to accompany the four artifacts

**Read**

The following document provides screen shots and step-by-step directions for how to create a web folio in Taskstream.

- [Portfolio Help document](#)

The following document from WGU Career Services provides guidelines for creating/updating
the resume component of the professional portfolio.

- Teacher Resume Guidelines

**Complete**

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 4 journal prompt

**Week 5: Classroom Management in a Culturally Responsive Classroom and Trauma Sensitive Classroom**

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 Harry Wong suggests? Think about how you are teaching your students self-discipline and self-management.

Many times, teachers respond to negative student behavior without thinking about the possible causes. Sometimes the causes include a student's personal life challenges or a lack of structure or consistency that teachers should be providing in the classroom. Some students may have experienced traumatic life events that impact their ability to follow standard classroom management procedures. Classroom management in a culturally responsive classroom asks teachers to know their students' backgrounds; this includes understanding the behavior of students that could be related to a current or previous traumatic event.

**Classroom Management in Culturally Responsive Classrooms**

One of the most important factors related to classroom management is creating a culturally responsive classroom. A culturally responsive classroom is one in which the background, learning styles and preferences of the students in a classroom is taken into consideration. If teachers do not consider and plan for the cultural needs of all the students in the classroom, classroom management can be challenging to achieve. This week's conference call will be on the topic of culturally responsive classrooms and the readings will help you organize your own classroom management plan.

**Read**

Recommended reading from *The First Days of School*:

- Chapter 11: "How to Have a Well-Managed Classroom"
- Chapter 18: "Discipline With a Plan"

The following document contains brief descriptions of teaching strategies designed to bolster student engagement.

- "35 Student Engagement Strategies"

The following article compares the environment of a culturally responsive classroom to a home
in which the home-owner is preparing for guests. Practical suggestions for creating a culturally responsive classroom are provided.

● "Culturally Responsive Classroom"

The following website describes all aspects of the National Equity Project which provides equity based learning opportunities for schools and districts.

● National Equity Project

The following article discusses classroom management through the lens of a culturally responsive classroom approach.

● "Relationship Building Through Culturally Responsive Classroom Management"

### Trauma Sensitive Classroom Management

In this section, you will learn about current research and methods of supporting trauma sensitive students with positive classroom management strategies.

**Watch**

This is a video where one of the initial researchers in trauma-sensitive children explains how this research came about and how it impacts the child. (About 16 minutes)

● "How Childhood Trauma Affects Health Across a Lifetime"

**Read**

This website has many resources, including articles, on how to help traumatized students to learn. Please watch the introductory video on this website.

● Trauma Sensitive Schools

This article is focus on trauma-sensitive learning in relation to a teenager's experience.

● "Trauma Informed Teaching"

This is an article on how trauma-informed teaching and learning can help students to achieve at higher levels.

● "How Trauma-Informed Schools Can Help Students"

**Complete**

● Participate in your cohort conference call
Go to DT journals in Taskstream and respond to the Week 5 journal prompt

**Week 6: Community Resources and Parental Involvement**

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.

**Community Resources**

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

**Read**

The following article provides an overview of the Epstein model of *Six Types of Involvement* regarding family, communities, and schools.

- "What Research Says About Family-School-Community Partnerships"

**Parental Involvement**

Parental involvement centers on strong communication and outreach. The actual level of involvement may vary for elementary and secondary students, but it is still important to consider the ways in which parents are involved in their child's learning. You may encounter questions and feedback from parents and need to have some strategies in place for effective communication.

**Watch**

The following video shows a panel of high school students discussing parental involvement.

- "CNN: Why Parents Matter in Education"

The following video provides strategies for communicating with an upset or angry parent.

- "How to Handle an Angry Parent with Class and Calm"

The following video is about the Watch D.O.G.S. program.

- "Watch D.O.G.S. Dads at Woodland West Elementary"

**Complete**

- Participate in your cohort conference call

**Week 7: Differentiated Instruction**

Differentiated instruction enables teachers to plan for the unique needs of each student,
capitalizing on the student's strengths and addressing individual needs. This week's readings provide a range of strategies and ideas for integrating differentiated instruction into your classroom practice.

**Differentiated Instruction**

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

**Read**

The following article examines differentiation and the initial challenges involved in meeting the learning needs of all students.

- [Creating Schools in Which All Students Can Succeed](#)

**Watch**

The following video describes differentiated instruction and provides examples and practical applications of differentiated instruction.

- "Using Differentiated Instruction to Support All Learners"

The following document provides a list of links to articles describing how to differentiate instruction in a variety of different learning situations.

- [Reading Rockets: Links to Differentiated Instruction Articles](#)

**Complete**

- Participate in your cohort conference call

**Week 8: Inclusion**

Under the inclusion model, students with special needs spend some, most, or all of their time with non-disabled students. It may look very different in different school districts. The definition of inclusion in education is the act of an individual attending regular education classes with the supports and services needed to successfully achieve the individual's IEP goals. Inclusion is a desired state to achieve, and it may or may not occur by simple placement alone. It is an ongoing process. Unless a student has a sense of identity with the class and has the support and services needed to reach his or her IEP goals, then inclusion has not been achieved.

**Inclusion**

In this section, you will research different inclusion placements and models. Schools are required to offer students the least restrictive environment. Special education teachers work with students on their IEPs using modifications, accommodations, and adaptations.

**Read**
The following article explains a pilot project called "Inclusive Schools Climate Initiative" where a group of schools initiate a school climate assessment.

- "Special Education: Promoting More Inclusion at Your School"

The following website contains a list of State Department websites where you can find information about your specific state's special education policies and procedures.

- Lessons from the Field: Serving All Students

The following 16-minute video shows a school wide approach to collaboration and inclusion.

- "Ellerslie Campus, K–9: Inclusion Through Collaboration"

The following article explains dyslexia and provides important information about how to make accommodations for dyslexic students.

- "Dyslexia in the General Education Classroom"

The following video is a look at how technology can make a difference in the lives of students with autism.

- "I Want to Say"

The following article provides practical resources and teaching strategies to help students with ADHD.

- "17 Ways to Help Students with ADHD Concentrate"

**Complete**

- Participate in your cohort conference call

**Week 9: Individual Education Plans (IEPs) and Transition Plans**

The IEP process is a shared responsibility of a student's family, school, and community. The development of an IEP is part of a cycle that begins with a concern about a particular child. The cycle has the following steps: pre-referral, referral, evaluation, eligibility, IEP development, IEP implementation, and annual review. Special education teachers need to have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities. Some IEPs may include additional documents. Transition plans and functional behavioral assessments are sometimes developed as part of the IEP.

Like all students in the school system, children with special needs go through major transitions as they enter preschool, elementary school, middle school, high school, and then graduate into adulthood. Transition services are coordinated sets of activities, provided to the student by the school and sometimes other agencies, to promote a successful transition during major
grade-level or life changes.

**Individual Education Plan**

In this section, you will work on IEP development. Special education teachers need to have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities.

**Read**

The following link provides legal information, links, and articles based around common parent questions about IEPs.

- "[Individualized Education Plans (IEPs)](#)"

An informative overview of Individualized Education Plans from the U.S. Department of Education.

- [IEP Guide](#)

**Transitions in Special Education**

In this section, you will read about transition services based on a student's strengths, preferences, and interests. Using strengths makes it clear what transition goals should focus on and build upon what the student can do instead of focusing on what the student cannot do.

**Read**

The following link explores ways to ensure a positive transition from elementary to middle school.

- "[Transition to Middle School](#)"

**Complete**

- Participate in your cohort conference call

**Week 10: Maximizing Instructional Time through Effective Lesson Pacing and Transitions**

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.

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

Maximizing Instructional Time through Effective Lesson Pacing and Transitions.

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. You will review how to manage classroom transitions to make the most of instructional time.

Read

The following article provides seven practical tips for how to improve instructional pacing.

- "Instructional Pacing: How Do Your Lessons Flow?"

The following article describes teaching techniques for effective classroom transitions.

- "Teaching Transitions: Techniques for Promoting Success Between Lessons"

Complete

- Participate in your cohort conference call

Week 11: Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)

Do you have students in your class who seem to be in trouble all the time? On the other hand, are they being sent to the principal’s office? If so, it may be time to conduct a functional assessment, or an FBA.

Functional Behavior Assessments

This week you will learn the importance of understanding the “whys” of students’ behaviors (FBA) and the factors that maintain it. An FBA helps teachers understand the reason for the student’s behavior and they can then use this information to design an intervention, or a Behavior Intervention Plan (BIP) which will help the student learn a new, more acceptable way of getting what he or she wants.

Behavioral Intervention Plans

Once a hypothesis to explain the function of the problem or target behavior is developed, it is time to move on to the fourth step in the FBA process: designing a function-based intervention (BIP). This process often includes teaching or reinforcing a replacement behavior that serves the same function as the problem behavior.

This week’s conference call and suggested readings and resources will help you understand the components of an FBA that are needed to identify and implement positive interventions in order to replace undesirable behaviors interfering with your students success. You will receive the suggested readings and resources during the Week 11 cohort seminar call.
Complete

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 11 journal prompt

**Week 12: RTI and Disability Categories**

Response to Intervention (RTI) is a process that schools use to identify and support student learning and behavior needs. Students with needs in these areas will be provided with a multi-tiered system of supports and interventions to help improve behaviors and/or academic performance. Students must go through the RTI process and show a lack of progress before a referral for special education can be considered.

Disability Categories refers to the various disability areas students who are referred for special education services may be able to qualify for. The disability categories for students from ages 3 to 21 are:

<table>
<thead>
<tr>
<th>Disability Category</th>
<th>Other Disability Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Multiple disabilities</td>
</tr>
<tr>
<td>Deaf-blindness</td>
<td>Orthopedic impairment</td>
</tr>
<tr>
<td>Deafness</td>
<td>Other health impairment</td>
</tr>
<tr>
<td>Developmental delay</td>
<td>Specific learning disability</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>Speech or language impairment</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>Traumatic brain injury</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>Visual impairment, including blindness</td>
</tr>
</tbody>
</table>

**Response to Intervention (RTI) Resources**

In this section you will explore the resources available about the RTI process and the disability categories that students in the special education realm may fall under.

**Read**

The following document provides an overview of the RTI process.

- RTI Overview

This article provides information about RTI specifically for the elementary level.

- "The ABCs of RTI in an Elementary Setting"

These articles provide information about RTI specifically for the secondary level

- RTI Secondary Level
- RTI in a Secondary Level

**Disability Categories**
Read

The following resource provides a quick overview about disability areas for students from ages 3 to 21.

- Categories of Disabilities

This article provides more in-depth information about each of the disability categories, with further resources.

- "Categories of Disability Under IDEA"

Complete

- Participate in your cohort conference call

**Week 13: Teacher Work Sample Tasks 1 and 2**

In the early tasks of the Teacher Work Sample you will provide important background information about your class and students. You will also establish the foundation of your unit by creating three learning goals that serve as the focal point for your entire unit. Finally you will demonstrate and discuss your plan for assessing your students.

**Task 1**

In Task 1 you are asked to describe the contextual factors of your classroom. Contextual factors are things all teachers must take into account since they impact the way you teach and the way your students learn. Contextual factors outside the classroom are broken down into categories of community, district, and school, and include things such as geographic location, socioeconomics, race and ethnicity, community stability, and community support. If you are in a private school without a school district, you will want to consider your school stakeholders who make decisions on what you teach and those who create policies that impact your students.

Inside the classroom you will be asked to describe how the availability of technology and the extent of parental support affect teaching and learning. You will also discuss students in your room with specific learning needs and how you plan and assess to best meet these specific needs. For questions or assistance with these tasks please contact your cohort facilitator.

**Task 2**

Task 2 requires you to create three learning goals for your TWS that are in alignment with state and national standards. You will include a measureable objective for each of your learning goals. Additionally, you will describe each of the components of your assessment plan and submit copies of your pre-assessment and summative assessment tools. You will explain how the pre-assessment and summative assessment are valid measures of each learning goal in the unit.

**Task 2: Science Teachers Only**
If you are a secondary teacher who teaches science only, in Task 2 you will further explain how your summative assessment is a valid measure of the development of scientific knowledge, differentiation of science from nonscience, student understanding of the evolution and practice of science, and student ability to analyze scientific assertions.

**Task 2: Math Teachers Only**

If you are a secondary teacher who teaches math only, in Task 2 you will further justify how your objectives include the development of conceptual understanding, procedural proficiency, and reasoning skills.

**Week 14: Teacher Work Sample Tasks 3 and 4**

In tasks 3 and 4 of the Teacher Work Sample you further develop your unit by including and analyzing samples of your lesson plans and discussing specific aspects of your teaching practice. For questions or assistance with these tasks please contact your cohort facilitator.

**Task 3**

Lesson plans are every teacher’s guide for staying on target in each session with his or her students. In task 3 you submit a sample of your lesson plans for evaluation. Use the WGU lesson plan format to ensure you meet each requirement of the task. You will then be asked to describe how you designed lessons to meet specific learning needs, how you use technology to build understanding, and how you use discussions or questioning strategies to engage students.

**Task 3: Science Teachers Only**

If you are a secondary teacher who teaches science only, you will further describe how you designed lessons to:

- use science-specific technology to build understanding
- use science discourse and/or questioning strategies to engage students
- allow students to collect and interpret data to develop explanations
- address a common preconception
- address possible safety concerns

**Task 3: Math Teachers Only**

If you are a secondary teacher who teaches math only, you will further describe how you designed lessons:

- use mathematics-specific technology to build understanding
- connect content to a practical application in everyday life
- address common misconceptions

**Task 4**

Use Task 4 as an opportunity to describe your teaching strategies. Specifically, you will address
techniques you use to engage students and promote a positive environment. Student reflection is another key area you address in this task. Lastly, you will provide examples of how you promote the use of academic language within your classroom.

Task 4: Science Teachers Only

If you are a secondary teacher who teaches science only, you will further describe one specific example of how you promoted scientific thinking.

Task 4: Math Teachers Only

If you are a secondary teacher who teaches math only, you will further discuss one specific example of how you promoted positive dispositions towards mathematics.

Week 15: Teacher Work Sample Task 5

In the final task of the Teacher Work Sample you are asked to display and analyze the data from your assessment plan to determine successes and areas in which to improve. For questions or assistance with this task please contact your cohort facilitator.

Task 5

In this task you will create and submit a graphic representation of your students’ results on the pre- and post-assessments for each of your learning goals. This can be done in a format (i.e., table, graph, chart) of your choosing. Next you will write an analysis of the data to identify the most successful learning goal for your students, discussing reasons for this success while addressing your goals, instruction, and/or assessment. Additionally, you will analyze and describe the least successful goal for your students while addressing your goals, instruction, and/or assessment. Finally, you will reflect on what you would modify if you taught this unit again and what your next steps might be based on the results of your summative assessment.

Task 5: Science Teachers Only

If you are a secondary teacher who teaches science only, in Task 5 you will evaluate the extent to which the assessments demonstrate students’ understanding of the nature, practice, and social context of science.

Task 5: Math Teachers Only

If you are a secondary teacher who teaches math only, in Task 5 you will evaluate the extent to which the assessments demonstrate students’ conceptual understanding, procedural fluency, and reasoning skills.

Week 16: Professional Portfolio

The professional portfolio is a web-based folio you create in Taskstream. It serves as a showcase of the skills you have acquired throughout your field experiences. The portfolio is made up of five components: philosophy of teaching, resume, professional growth plan, four artifacts, and a competency matrix that is paired with the artifacts. For questions or assistance with this task please contact your cohort facilitator.
Philosophy of Teaching

In this 1–2 page essay you will:

1. Discuss why teaching is important to you
2. Describe your beliefs as a professional educator about teaching and learning
   1. Explain how your beliefs about teaching and learning are supported by theory and/or research
3. Describe the desired outcomes (e.g., problem solving, determination, standards) you want to foster in your students.
   1. Describe the instructional strategies you feel are important to achieve your desired outcomes
   2. Describe the assessment strategies you feel are important to evaluate your desired outcomes
4. Describe characteristics of a positive relationship with students, families, and colleagues
   1. Discuss how your decisions and actions impact this positive relationship with students, families, and colleagues

Resume

Update your resume with your DT experience and ensure it adheres to the Teacher Resume Guidelines. Your resume should be no longer than one page.

Link: Resume Guidelines

Professional Growth Plan

In this 1–3 page essay, you describe specific situations in DT that have impacted your development as a teacher.

1. Describe how you have developed as a teacher
   1. Describe how professional development activities (e.g. research, community project, conference) specific to content and content pedagogy have contributed to your development
   2. Describe a specific example of how collaborating with a colleague has improved your teaching
   3. Describe a specific example of how utilizing resources (i.e., print, digital, virtual) from professional education organizations has improved your teaching
2. Describe a specific goal for how you want to improve as a teacher
   1. Discuss how you will accomplish this goal for improvement

Artifacts

You will attach four artifacts you have created which address 4 competencies:

- using and promoting academic language in the classroom
- differentiating instruction to meet student needs
- incorporating technology to enhance student learning
• applying engaging and effective instructional strategies

It is recommended that your artifacts come from your TWS unit plans. However, you may include lesson plans, assessments, or other projects you have created for WGU.

**Competency Matrix**

The competency matrix is an attachment in Taskstream that accompanies your artifacts to assist in your explanation of how the artifacts address the above competencies.

Link: [COMPETENCY MATRIX](#)

This website has examples of the philosophy of teaching, resume, professional growth plan, artifacts and the competency matrix. To access this resource you must be logged into the WGU portal.

• [Professional Portfolio Example](#)

**Final Steps**

Congratulations on completing the demonstration teaching cohort seminar! After working together with your peers and cohort facilitator during this seminar, the hope is that you leave with a plan for your upcoming future as a professional educator.

**Assessment**

Your competence in this course will be assessed by your cohort facilitator.

**Assessment**

Once all activities are completed at the appropriate level of competence as verified by your cohort facilitator, you will receive a "Pass" on your Degree Plan for the cohort seminar assessment.

**Transfer/Application**

After you have completed all of your demonstration teaching assessments, you will be eligible to apply for recommendation of licensure. Talk to your mentor about the steps to graduation and/or licensure.

Now that you are concluding your studies for your licensure program, remember why you originally wanted to be a teacher. WGU wishes you every success in your future career.