This course supports the assessment for Demonstration Teaching Cohort Seminar. 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 assigned to a cohort will work together through the 12 weeks of 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 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 to Taskstream for some of the weeks during 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, if 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 be prepared 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 12 weeks, it is imperative that you are fully prepared to actively participate.

**Automatically Enrolled Learning Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. 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 recommended readings 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 you will submit in Taskstream. The cohort facilitator will evaluate your participation and completion of all activities to earn credit for this course.

**edTPA**

Please note that the regular cohort seminar runs for 12 weeks.

If you have received a successful edTPA review in Taskstream by Week 8, you will be excused from attending weeks 9–12 of the cohort seminar.

If you have not received a successful edTPA Taskstream review by Week 12, you will be required to participate in three additional weeks of cohort calls, 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 be passed for 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**

Please note that the regular cohort seminar runs for 12 weeks.

If you pass TWS, professional portfolio, and all cohort seminar assignments by Week 8, you will be excused from attending weeks 9–12 of cohort seminar.

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

**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, Cohort Seminar, and the edTPA**

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.

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

- Expectations of the cohort seminar and demonstration teaching
- Preparing for the edTPA

**Overview of the GoReact Video System**
**Orientation and 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"
Complete

Prior to this week’s call:

- Carefully review the DT and Cohort Seminar Overview PPT your cohort facilitator sent to you via email
- Access the edTPA Student Support Site (review all sections relevant to you and your edTPA program)
- Review the GoReact Support System Help documents that were provided to you by your cohort facilitator via email
- Participate in your weekly cohort conference call by being prepared to discuss the DT and Cohort Seminar Overview PPT, edTPA Student Support Site, and the GoReact Video System
- Complete Week 1 cohort seminar journal due this week

FOR WASHINGTON STATE STUDENTS ONLY: All Washington state students must complete three additional WA specific journal assignments. These include a practice professional growth plan, a Teacher and Principal Performance Plan (TPEP) overview assignment, and submission of a WA hours log. The weekly hours log will be submitted 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 Evaluations, 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.

Teacher Dispositions and Ethics

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
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"

Recommended Reading: 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

- "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 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 3 to 5 lesson learning segments.

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 assignments, daily reflections) and reflective commentaries explaining the professional judgments underlying the teaching and learning which occurs in the teacher candidate's classroom.

During this week’s call, these topics will be reviewed:

- 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

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. Use the recommended pacing guide below.

• **Recommended Timeline for completing the edTPA**

**Preparing for the edTPA**

Find the edTPA Handbook that aligns to your program focus 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.

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

- **edTPA**
- **Cohort Seminar Journals**

The following is a recommended [pacing guide](#) for completing your edTPA during your demonstration teaching.

**Pacing Guide**

**Weeks 1–4**

- Planning timing/content of your edTPA learning segment with your host teacher
  - Plan for the 3–5 lesson learning segments in collaboration with your host teacher
- Distributing edTPA Parental Video Consent Forms
  - **edTPA Parental Consent Form**—Download this form and begin the process of obtaining signatures from all parents in the classroom before you begin any video recording of your students.
  - You may also use your school’s video release consent form, if preferred.
- Preparing for your GoReact Practice Videos
  - Prepare to submit your two GoReact practice videos for your week 3 and 4 journals. Begin by going to your Week 3 journal in Taskstream and carefully review the directions that are provided. You can also access those directions here: [Step-by-Step Guide for submitting GoReact Practice Video](#)
- Confirm you have submitted weeks 1 and 2 cohort seminar journals.

**Weeks 5–8**

- Developing your edTPA plan
  - It is critical that you outline your edTPA plan through completion of the edTPA focused journal. This journal is developed to make sure that you are on the right track with your edTPA planning prior to fully developing/teaching your edTPA learning segment.
Completing your edTPA focused journal
- You must complete and pass this journal prior to fully developing and teaching your edTPA learning segment.
- If your edTPA focused journal returned for revision, please contact your cohort facilitator for help on your revisions.

Weeks 9–12

- Teaching your edTPA learning segment
  - Complete the writing of your edTPA tasks
- Recording your edTPA video
  - Before you begin recording your edTPA video, it is critical that you carefully review the prompts from the Instruction Commentary Template (Task 2). This outlines exactly what you need to include in your video.
- Preparing your edTPA for submission
  - Carefully review your edTPA Evidence Chart (located in Taskstream) assessment to confirm the exact number of videos and length of videos allowed for your program.
  - Submit your edTPA for review in Taskstream.
  - If your edTPA comes back with revisions, contact your cohort facilitator to schedule a call to work on your revisions.
  - Once you have received a successful review in Taskstream, follow the directions provided from Taskstream (the directions will also include your $300.00 voucher code, if you have met the voucher code deadline) to submit to Pearson.
  - It will take approximately 4–5 weeks for your scores to be returned from Pearson, so work with your mentor for term-end planning. If you submit your edTPA to Pearson prior to your term end and you pass with Pearson, your passing score will be recorded as the date that you received a successful review of your edTPA in Taskstream (if your edTPA passes with Pearson). If you do not have a successful review in Taskstream and go directly to Pearson on your own, the WGU passing date is the date you submit to Pearson (if your edTPA passes with Pearson.)
  - If your edTPA does not pass with Pearson, the Teacher & Principal Success team will work with you to redo any necessary tasks or to begin a new edTPA.

Complete

- Participate in your cohort conference call
- Go to DT journals in Taskstream and respond to the Week 3 journal prompt—GoReact Practice Video 1

Week 4: Culturally Responsive Classroom Management and edTPA Task 1
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 help you organize your own classroom management plan and the topic of culturally responsive classrooms.

**Read**

Recommended reading from *The First Days of School*:

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

**Resources**

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"**

**EdTPA Task 1 (Planning Task)**

In Planning Task 1, you will describe your plans for your 3–5 lesson learning segments and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:
What do your students know, what can they do, and what are they learning to do?
What do you want your students to learn?
What are the important understandings and core concepts you want students to develop within the learning segment?
How will you use your knowledge of your students’ assets to inform your plans?
What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
How will your learning segment support students to develop and use language that deepens content understanding?
How is the teaching you propose supported by research and theory about how students learn?

Read

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). Please come to the call ready to discuss the following:

- By this week, you should have engaged in an initial conversation with your host teacher related to the timing and content of your edTPA learning segment. Please be prepared to discuss how that conversation went and your plan for content and timing.
- What is your plan for a central focus?
- What are examples of assessments you will use in your lesson plans that align with your learning objectives?

For Washington State Students Only

- All Washington state teacher candidates must have a clear understanding of the Teacher-Principal Evaluation Project (TPEP) that is implemented throughout all school districts in the state. Washington state passed legislation requiring school districts to implement this evaluation system for all teachers and principals beginning in 2013–2014. This 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.

Complete

- Participate in your cohort conference call
- Complete cohort seminar journal 4 (Practice Video 2) due this week
- If you have met with your host teacher and have your edTPA plan in place, you can
complete EdTPA journal 5

- 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 5: Individual One-on-One Calls with Cohort Facilitator, No Weekly Cohort Call**

Schedule a 15-minute individual call with your cohort facilitator this week using their “Book Time with Me” scheduling tool, found on their email signature line.

Be prepared to discuss your edTPA timeline and progress and other questions you have at this time.

**Week 6: Lesson Planning, Assessing Student Learning, and edTPA Task 2 and 3**

During the Effective Teaching Practices domain, you learned about curriculum development, alignment, and lesson planning. Establishing clear learning goals that are aligned to state standards is fundamental to the assessing 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.

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.

**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.

**Read**
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:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students’ engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways that develop and deepen content understanding?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?
- Carefully review all Instruction Task 2 information in your edTPA Handbook and in the "Making Good Choices" edTPA Support Guide.
- Review your edTPA Evidence Chart so you are prepared to discuss the specific requirements of your video (allowable length of video, number of videos allowed, etc.).

Be 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?

How will you assure that you have adequate sound and picture quality so evaluators can effectively review and evaluate your video? Assessing students is an important part of teaching. You will utilize a variety of assessment tools, formats and purposes. Pre-assessments, formative assessments, and post-assessments will help you determine student levels of understanding before teaching lessons, make adjustments to instruction during lessons, and show the extent to which students have succeeded in mastering the content of lessons.

Assessing Student Learning

In this section you will 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 Assessment 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?

Please come to the call ready to discuss the following:

- Task 3 is focused on one of your learning segment assessments. Based on your reading on Task 3, be ready to discuss which assessment from your learning segment you will use for Task 3 and why.
- Examples of meaningful and specific feedback versus general feedback you can provide on an assessment.

FOR ELEMENTARY COMBINED STUDENTS ONLY: If you are an elementary education student from Georgia, Oregon, New Jersey, or New York, you are completing the Elementary Combined" edTPA, which is made up of four tasks. During this week's call, you will also discuss Task #4.

Complete

- Participate in your weekly cohort conference call
- If you have met with your host teacher and have your edTPA plan in place, you should complete edTPA journal 5 in Taskstream as soon as possible, as you must pass this journal before proceeding forward with your edTPA, to confirm that you are on the right track with your central focus and other key elements of planning for the edTPA

Week 7: 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 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 and Culturally Responsive 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.

**Differentiated Instruction**

**Read**

Recommended reading from *The First Days of School*:

- Chapter 24: "How to Enhance Student Learning"

**Explore**

Review one the following web resources:

- Reading Rockets
- "Creating Schools in Which All Students Can Succeed"
- Awareness Activities
- "Keys to Successful Inclusion"

**Culturally Responsive Instruction**

**Read**

- "Culturally Responsive Teaching Matters!"

**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 journals 5 in Taskstream

**Week 8: Learning Resources, Technology, and Community Resources**

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 are key factors 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 you will discover a variety of guides you could use in choosing resources and technology for your classroom.

Read

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

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.

Read

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

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 journals 5

Week 9: 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.

- How Trauma-Informed Schools Can Help Students

Complete

- Participate in your cohort conference call

**Week 10: Professional Collaboration, Supervisory Skills and edTPA Discussion**

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 learn about 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
- If you have met with your host teacher and have your edTPA plan in place, you can complete journals 5 in Taskstream
- Bring your edTPA questions to our call for discussion

**Week 11: Professional Development and EdTPA Discussion**

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 the 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.

**Explore**

The following websites provide information on employment interviewing techniques

- "Teacher Interview Tips"
- "Negative Factors Observed During Job Interviews"

**Review**

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 Website
- WGU Alumni and Career Services
- Teachers College Alumni
Complete

- Participate in your cohort conference call
- You should have met with your host teacher and have your edTPA plan in place and have completed journals 5 in Taskstream
- Bring your edTPA questions to your call for discussion

Week 12: 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 three additional weeks (or until you receive a successful review in Taskstream) to work towards completion of your edTPA. In addition, you will need to complete and submit your portfolio in Taskstream.

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:

- 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 edTPA 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.
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.

**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.

**Complete**

- Participate in your weekly cohort conference call
- Bring your edTPA questions to our call for discussion
- Complete all cohort seminar journals in Taskstream

**Week 13, 14 and 15: 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 preapprove 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**

Recommended reading in *The First Days of School:*

**Read**

- **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 deadlines for each MoPTA task:
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 (no late submission option)

Complete
- Participate in the cohort conference call preparing for MoPTA Task 1
- Complete Registration Journal in Taskstream

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 this 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 in 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 your 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**
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 help you organize your own classroom management plan and the topic of culturally responsive classrooms.

**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.
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 4

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 this 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 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 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,
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
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 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 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.

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

Watch

The following links are brief walk-through videos of each TWS task.

- Task 1
- Task 2
- Task 3
- Task 4
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

Resources

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](#)

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**

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 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"

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 DT journals in Taskstream and respond to the Week 5 journal prompt

Week 6: 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' 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 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: Community Resources and Parental Involvement and Student Choice**

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"

Student Choice

In Week 7 you were asked to vote on topics you would like to discuss with your cohort seminar peers. This week come prepared to ask a question about your chosen topic.

Choose one topic below:

- Technology
- More TWS
- More Portfolio
- Classroom management
- Differentiated instruction
- Challenges in DT classroom

Complete

- Participate in your cohort conference call

Week 9: Teacher Work Sample Tasks 1 and 2

In the early tasks of the Teacher Work Sample you provide important background information about your class and students. You 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 as 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 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 measurable 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 development of conceptual understanding, procedural proficiency, and reasoning skills.

**Week 10: Teacher Work Sample Tasks 3 and 4**

In tasks 3 and 4 of the Teacher Work Sample you will 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 to:

• 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 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 11: 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 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 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 12: 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 (e.g., 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 Information

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.