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 are assigned to a cohort and will work together through the 12 weeks of your edTPA cohort seminar. You 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 of study. 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.

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

You will write journal reflections submitted to TaskStream for six weeks (some states may vary) 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.

The Field Experiences Handbook contains all of the policies and procedures for Demonstration Teaching.

Competencies
After completing this course of study, you should be able to demonstrate competence in the following 10 competency areas:

- **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 [Statement of Teaching Dispositions](#)

**Preparing for Success**

The information in this section is provided to prepare you for this course. 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 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 textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


This textbook is linked in this course and is accessed by simply clicking on the reading titles each week.

*Note: This e-text is available to you as part of your program tuition and fees, but you may purchase a hard copy 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.*

Course Mentor Assistance

Course mentors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Learning Communities

You will have access to three communities during DT:

- DT Cohort Learning Community (required)
- edTPA Video Support Community (optional)
- Field Experiences Learning Community (optional)

You will have access to your individual DT Cohort Learning Community shortly before the seminar starts. In this community you will post in the weekly discussion threads and check for updates regularly in the announcement section. The edTPA Video Support Community is an optional community for you to ask questions and find support for your edTPA video. The Field Experiences Learning Community is an optional community for you to participate in. It is an excellent place to interact with other students outside of your cohort to get additional support. You are required to participate in your individual DT Cohort Learning Community weekly.

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, posting in your DT Cohort Learning Community, and writing journals you will submit in TaskStream. The cohort facilitator will evaluate your participation and completion of all activities to earn credit for this cohort seminar.

It is strongly recommended that you make every effort to complete the edTPA tasks while you are in the classroom. You are required to videotape several lessons and gather examples of student work and assessment data. You must gather these artifacts while you are in the classroom during your demonstration teaching assignment.

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 Performance Assessment (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 have an introduction to teacher dispositions and the role of a teacher.

Orientation and Introduction

Read the following in 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 the following:

- Cohort Conference Call
- Go to the Week 1 discussion thread. Introduce yourself to your cohort seminar members. Tell us where you live, what grade you are teaching, and anything else you would like to share.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.
Week 2: Introduction to the Teacher Performance Assessment (edTPA)

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 three to five lesson learning segments.

The specific records of practice (evidence) in the teaching event consist of teaching artifacts (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.

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.

Preparing for the edTPA

The following is a suggested timeline for completing your edTPA during your demonstration teaching.

Weeks 1-4:

- Plan for the 3-5 lesson learning segment in collaboration with your host teacher.
- Submit a practice video to prepare not only you for the high-stakes video, but also to prepare the students to be comfortable being taped. You will have the opportunity to submit this practice video to your cohort facilitator for feedback and comments.
- Obtain an edTPA parental release form and retain on file for all of your students before you begin videotaping. You can use your school's video release forms, or you can access the WGU Parental Release form on the edTPA support site.

Weeks 5-8:

- Implementation of your edTPA learning segment and completion of final video.

Weeks 9-15:

- Finalize edTPA writing and prepare to submit.

You will find the edTPA Handbook that aligns to your program focus in Taskstream. 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 you will be assessed on for each edTPA task. You will also access the "Making Good Choices" support document in your TaskStream account. This document provides additional guidance for completing your edTPA.

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

- edTPA
- edTPA Journal Reflection Prompts - SGAK. You will submit journals to your cohort facilitator based on the journal prompts.

Complete the following:

In preparation for this week's conference call, please review the edTPA exemplars for your specific program:

- edTPA Exemplars
  Password: edTPA
- Participate in the weekly Cohort Conference Call
- Go to the edTPA student support site and engage in a review of the resources provided. Go to the Week 2 discussion thread of the DT Cohort Learning Community and describe at least one resource you feel will be of value in completing your edTPA.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

**Week 3: Classroom Management and Student Engagement**

Think about student behaviors and classroom management strategies you have observed in your classroom. Are you and your host teacher using any of the strategies 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.

Student engagement is a key element of classroom management. It is important to incorporate daily strategies for keeping students interested and engaged. Effective classroom discussion techniques engage students with content and facilitate critical thinking skills.

**Classroom Management and Student Engagement**

One of the most important factors governing student learning is classroom management. If the classroom is not properly managed, learning will not occur. This week's discussions, conference call, and readings will help you organize your own classroom management plan and explore student engagement strategies.
Management and Engagement

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

- chapter 11 ("How to Have a Well Managed Classroom")
- chapter 18 ("How to Have an Effective Discipline Plan")

Read the following:

- 35 Student Engagement Strategies

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

- video example 1 ("Swatting Literacy")
- video example 2 ("Plane Figures")
- video example 3 ("Geometry Lesson with Whole Brain Teaching")
- video example 4 ("High School Measurement Lesson")
- video example 5 ("Explicit Vocabulary Instruction")

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

Week 4: 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 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.

Disposition and Ethics

Read the following in *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 boundaries with students.

Read: Appropriate Boundaries

Read the following:

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

Complete the following:

- Cohort Conference Call
- Complete the Teacher Disposition Index.
- In the DT Cohort Learning Community for week four, post your thoughts about which prompts from the TDI stood out that you plan to pay special attention to while you are in the classroom during demonstration teaching.
- Go to your SGAK in TaskStream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

Week 5: Assessing Student Learning
Assessing students is an important part of teaching. Pre-assessments, formative assessments, and post-assessments can 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, we consider the range of assessment strategies and approaches and explore the importance of ongoing and consistent assessment.

Assessment
Read the following in *The First Days of School*.

- chapter 22 ("How to Test for Student Learning")
- chapter 23 ("How to Assess for Student Learning")

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

Week 6: Lesson Planning, Pacing and Transitions

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.

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, we review writing effective goals and objectives that are aligned to state or common core standards. We explore how standards, goals and objectives guide effective lesson planning.

Lesson Planning

Read the following:

- Writing Instructional Goals and Objectives
- Setting Targets and Writing Objectives
- Write a Lesson Plan Guide

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

- chapter 21 ("How to Create an Effective Assignment")

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.

Pacing and Transitions

Read the following:

- Instructional Pacing
- Injecting Pace Into Lessons
- Teaching Transitions: Techniques for Promoting Success Between Lessons
- Classroom Procedures and Transitions

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community that connects the contents for this week with practical classroom application. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

Week 7: Differentiated Instruction and Diversity
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.

During Foundations of Teaching and Effective Teaching Practices you considered issues that centered on diversity in the classroom. How does diversity influence classroom management and instructional preparation? The awareness of diversity in the classroom, school, and community are essential considerations for you to think about as you plan instruction. Interaction with others in your seminar should help you consider and reflect on how issues of diversity inform your practice. Every modern classroom has some type of diverse student population.

**Differentiated Instruction and Diversity**

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

**Differentiated Instruction**

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

- chapter 24 ("How to Enhance Student Learning")

Read the following:

- Reading Rockets (elementary focused)
- Creating Schools in Which All Students Can Succeed
- Awareness Activities
- Reading Instruction for the Secondary Student

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community that connects the contents for this week with practical classroom application. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

**Week 8: 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 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, we discover a variety of guides you could use in choosing resources and technology for your classroom.

**Resources and Technology**

Read the following:

- [Evaluating, Selecting and Acquiring Learning Resources](#)
- "Teaching Every Student: Five Key Elements" Technology page 4-10
- [Edweek Dos and Don'ts](#)
- [Use and Abuse of Technology](#)
- [Website Evaluation](#)
- [App Evaluation](#)
- [The Good, the Bad, & the Ugly: Why It's Good to Evaluate Web Sources](#)
- [Evaluating Internet Resources](#)
- [Software Evaluation](#)

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community that connects the contents for this week with practical classroom application. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

**Week 9: Professional Portfolio and 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.

**Community Resources**

Read the following:

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

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community. Plan to facilitate the discussion board for the week.

**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 résumé and a philosophy of teaching essay.

**Portfolio**

It is important that you check with your mentor to determine whether you need to submit your professional portfolio to TaskStream or to your Cohort Facilitator.

Review the following document for instructions on building your portfolio:

- [edTPA Portfolio Help Document](#)
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 the following:

- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

**Week 10: 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, we 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.

**Collaboration and Supervision**

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

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

Complete the following:

- Cohort Conference Call
- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative,
reflective prompt in your DT cohort seminar learning community that connects the contents for this week with practical classroom application. Plan to facilitate the discussion board for the week.

- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

- **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 2013-14. This new system is intended to provide consistent, meaningful feedback to educators that will more effectively promote continuous professional growth and enhance student learning. During week 10 of the cohort, Teacher Success team members will engage in presentations to all Washington cohorts, providing information related to TPEP. In addition, Washington students will engage in assigned reading related to TPEP and complete an assignment that will be provided to students via e-mail and submitted to Teacher Success and the student's cohort facilitator.

**Week 11: 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.

**Professional Development**

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

Review the following websites about employment interviewing techniques:

- [Teacher Interview Tips](#)
- [What to Avoid in a Job Interview](#)

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 the following:

- Cohort Conference Call
  - The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community. Plan to facilitate the discussion board for the week.
- Reflection Journal - WA State Students only complete journal this week.

Note: Washington State Students will complete the "Professional Growth Plan" as outlined in SGAK journal in TaskStream. This is a WA State requirement. WA State students only go to SGAK in TaskStream and complete this week's journal reflection.

**Week 12: 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.

**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.

**Reflection**

Complete the following:

- The discussion thread postings are created and facilitated by students in the cohort seminar group. If this is your week to facilitate the discussion thread, please post a collaborative, reflective prompt in your DT cohort seminar learning community. Plan to facilitate the discussion board for the week.
- Go to your SGAK in Taskstream and complete a journal reflection when it aligns with your placement and edTPA completion. All journal reflections are required to be submitted 10 days before the last day of the cohort seminar.

**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.

**Transfer/Application**

After you have completed all of your demonstration teaching assessments, you will be eligible to apply for recommendation of licensure.

Visit the "TC Licensure Folder" in the Student Handbook to find your state's folder and the link that will explain what you will need to do to apply for certification.

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.

**The WGU Library**

Access the WGU Library 24 hours a day, 7 days a week:

**Center for Writing Excellence: The WGU Writing Center**

Contact the Center for Writing Excellence (CWE) for help with any part of the writing or revision process:

**Feedback**

WGU values your input! Please submit any feedback you have using the following form:
Accessibility Policy

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