This course supports the assessment for the SPED edTPA 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 16 weeks of your Special Education edTPA 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.

You will post discussion board items in the learning community for your cohort seminar group and interact with your cohort peers during the 16 weeks of the cohort seminar. 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 in TaskStream for six weeks (may vary by state) 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 WGU Statement of Teaching Dispositions.

Preparing for Success

The information in this section is provided to help you become ready to complete 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 16 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.


*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 two communities during DT:

- DT Cohort Learning Community (required)
- 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 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 a weekly journal 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 read about how you can have a successful experience in the DT classroom.

**Read: The First Days of School**

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:

- Participate in your Cohort Conference Call
- Go to the week 1 discussion thread. Introduce yourself to your cohort seminar members. Tell them where you live, what grade you are teaching, and anything else you would like to share.
- Go to your SGAG 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 a three to five lesson learning segment for one focus learner.

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 two practice videos 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 these practice videos to your cohort facilitator for feedback and comments.
- Obtain an edTPA parental release form on file for all of your students before you can begin videotaping them. 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 9-16:

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 - SGAG. You will submit journals to your cohort facilitator based on the journal prompts.

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

- edTPA Exemplars
  
  Password: edTPA

Complete the following:

- Participate in your 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 SGAG 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**

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.

**Classroom Management**

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.

**Classroom Management**

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

- Participate in your 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 SGAG 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.

**Teacher Dispositions**

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.

**Appropriate Boundaries**

Read the following:

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

Complete the following:

- Participate in your 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 SGAG 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: Individual Education Plans (IEPs) and Transition Plans**

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

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

**Individual Education Plan**

In this section, we cover IEP development. Special education teachers need to have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities.
IEPs

Read the following:

- Individualized Education Plans (IEPs)
- IEP Guide

Transitions in Special Education

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

Transitions

Read the following:

- Special-Education Transitions
- Transition to Middle School

Complete the following:

- Participate in your 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 SGAG 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: Student Engagement

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

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

In this section we explore student engagement.

Student Engagement Strategies

Read the following:

- "35 Student Engagement Strategies"

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

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

Complete the following:

- Participate in your 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 SGAG 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: 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.

Assessing Student Learning

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:

- Participate in your 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 SGAG 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: Inclusion

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

Inclusion

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

Inclusion

Review the following pages from the Kids Together website:

- Inclusion
- Rights to Reg. Ed.
Adapting Curriculum
Glossary

Complete the following:

- Participate in your 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 SGAG 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: Standards, Goals, Objectives, Lesson Planning

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.

Creating lesson plans varies for different settings, grade levels and skill levels. You will have the opportunity to experience lesson planning from your host teacher and clinical supervisor. You will also write lesson plans for every lesson you teach during demonstration teaching.

Standards, Goals and Objectives and Lesson Planning

In this section, we review writing effective goals and objectives that are aligned to state or common core standards.

Standards, Goals, Objectives and Lesson Planning

Read the following web resources:

- 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")

Complete the following:
Participate in your 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 SGAG 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: 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 Web Resources:

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

Complete the following:

- Participate in your 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 SGAG 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 11: Maximizing Instructional Time through Effective Lesson Pacing and Transitions**

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

**Maximizing Instructional Time through Effective Lesson Pacing and Transitions**

In this section, we reflect on pacing lessons in the classroom. It is critical to take the time to think about what you can and will do to maximize instructional time to meet your planned learning goals and objectives. You will review how to manage classroom transitions to make the most of instructional time.

**Pacing Lessons**

Read the following:

- [Instructional Pacing](#)
- [Injecting Pace Into Lessons](#)
- [Teaching Transitions: Techniques for Promoting Success Between Lessons](#)
- [Classroom Procedures and Transitions](#)

Complete the following:

- Participate in the 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 SGAG 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 12: Learning Resources and Technology

In order to successfully differentiate instruction and create lessons that actively engage students, it is important to evaluate and select appropriate resources. Whether you are considering print or digital resources, matching the standards, curriculum, and student needs 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.

Read: 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:

• Participate in your 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 SGAG 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 13: Community Resources
There are many resources in the local community that teachers can access to enhance student learning. A wide range of studies confirm that when strong school, family and community partnerships are in place, schools become stronger. It is important that you are aware of the resources available to you as you plan your curriculum.

**Community Resources**

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

**Community Resources**

Read the following:

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

Complete the following:

- Participate in your 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 SGAG 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 14: Professional Collaboration and Supervisory Skills**

Why is it important to collaborate with others when planning and implementing instruction? What is the value of sharing ideas and experiences with peers? Teachers are more effective when they work together. In this section, 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.

**Professional Collaboration and Supervision**

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

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

Complete the following:

- Participate in your 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 SGAG 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 15: Professional Development**

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

**Professional Development**

If you ask your students to be lifelong learners, you should model learning for your students. In this section, you will learn about opportunities for continued professional growth.
After visiting the following websites, sign up for ASCD SmartBrief. These briefs can help you start to make a plan for your future professional development.

Review the following 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 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:

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

Week 16: 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 SGAG 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.

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:
Student Support

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

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

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

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