At the end of this 12-week cohort seminar, 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.

Introduction

Overview
Please contact your cohort facilitator for specific questions regarding this course of study.

Welcome to the final leg of your journey toward obtaining teacher licensure at Western Governors University! Unlike other assessments at WGU, you and a small group of students that are assigned to a cohort will work together through the twelve 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 of study. The teacher success coordinators listed as the course instructor have overall responsibility for demonstration teaching (DT) cohorts. However, questions about completing the requirements contained herein may be directed to your cohort facilitator.

Outcomes and Evaluation
Through active participation during the cohort seminar with conference calls, discussion boards, and reflective journals, you will demonstrate competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

There are 14 competencies associated with this course of study; they are listed in the "Competencies for Demonstration Teaching Cohort Seminar (DCS4, FFA6, EXT1, EYT1, EXA6, EYA6, DQT1, DST1, DUT1, DWT1, DQA6, DGA6, DZT1, FJA6)" page.

Teaching Dispositions Statement
Please review the WGU Statement of Teaching Dispositions.

Performance Assessment
You will complete one of the following performance assessments in Taskstream:

- DCS4, FFA6, EXT1, EYT1, EXA6, EYA6, DQT1, DST1, DUT1, SWT1, DQA6, DGA6, DZT1, or FJA6

Previews of task instructions and rubrics for this assessment are available in via the 'Assessment Preparation' box in the online course of study.

Preparing for Success

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

Your Learning Resources

Arrange to obtain the learning resources listed below before the start of the cohort seminar. As the cohort seminar will last for only twelve weeks, it is imperative that you are fully prepared to actively participate.

Enroll in Learning Resources

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.

E-Text

Enroll in the following e-text:


Ethics Awareness Inventory

This resource is provided by the Williams Institute.

Additional Preparation

There are many different learning tools available to you within your course of study 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.

Message Boards, Learning Communities, Study Notes, FAQs

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

You will have access to two demonstration teaching learning communities: one main learning community called the Field Experiences Learning Community and another called the DT Cohort Learning Community.

The Field Experiences Learning Community is an excellent place to interact with other students outside of your cohort to get additional support, particularly for the teacher work sample (TWS). Your individual DT Cohort Learning Community is where you will post your activities and interact with your individual cohort during the twelve-week seminar.
You will have access to your individual DT Cohort Learning Community shortly before the seminar starts (August or January of each year, depending upon when you start demonstration teaching).

**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 cohort seminar.

It is strongly recommended that you make every effort to complete the teacher work sample and your professional portfolio while you are in the classroom. There is a course of study specific to the teacher work sample/portfolio linked to that assessment on your Degree Plan. You will be required to gather examples of student work and assessment data. Once you leave the classroom, it will be very difficult to assemble the teacher work sample and professional portfolio if you do not prepare while you are still in demonstration teaching.

**Week 1: Orientation and Teacher Dispositions**

Becoming a reflective practitioner and evaluating effectiveness as a teacher is essential to professional growth. You will develop the ability to identify personal strengths and weaknesses as they pertain to developing pedagogy, delivering instruction, overcoming professional challenges, managing a classroom, using teaching aids and technology, and using assessment strategies. You will take the Teacher Disposition Index Survey and keep a copy of your responses.

**Orientation and Teacher Dispositions**

In this section, you will learn about the DT Cohort Seminar process as well as appropriate teacher dispositions.

**Readings: Orientation**

Read the following section in *The first days of school*:

- section A ("Basic Understandings: The Teacher")

**Cohort Conference Call: Orientation**

This week's conference call will include an orientation to the cohort seminar, time to meet the students in your cohort, and time to ask questions. This week's conference call will include an orientation to the cohort seminar, time to meet the students in your cohort, and time to ask questions. Be prepared to respond to the following check-in prompts:

- Please introduce yourself (where you live, what grade(s) are you teaching and anything else you want us to know!) and then describe at least one way that you are hopeful the cohort seminar will be of value to you.
- Please share one tip or strategy you have gained from your Harry Wong reading.
Discussion Thread Posting: Pre-Assessment - Teacher Dispositions Index (TDI)

Take the pre-assessment for the Teacher Disposition Index.

You will take this survey again as a post-assessment in week 12 of the cohort seminar. Write down your responses as you take the pre-assessment in the TDI Hard Copy form so that you can compare them to your post-assessment responses in week 12.

It is important that you honestly think about your responses to the prompts so that you can compare your responses and reflect later on what may have changed as a result of your demonstration teaching experience.

In the DT Cohort Learning Community for week 1, 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.

Respond to the posts of two peers.

Discussion Thread Posting: What is a Standards-Based Unit of Study?

Review the following website that describes the attributes of a standards-based unit of study. You will teach a standards-based unit of study in your DT classroom to use as your Teacher Work Sample.

- Attributes of a Standards-Based Unit of Study

After reviewing the standards-based unit of study information, access the following link to view teacher work sample exemplars (be sure to click on the tab for exemplars). These exemplars will not be exactly like the Teacher Work Sample you will develop, but there are many similarities. Each college or university has a slightly different version of the TWS.

- Teacher Work Sample Exemplars

In the DT Cohort Learning Community for week 1, post any new ideas that you learned from this teacher work sample exemplar unit that you think you can apply to your own teacher work sample.

Respond to the posts of two peers.

Reflection Journal: Demonstration Teaching

Go to SGAC DT journals in Taskstream and respond to the week one journal prompt.

Week 2: Contextual Factors and Appropriate Boundaries with Students

Setting appropriate boundaries is critical not only to the success in your relationships with students, but also to protect you in your professional career. It is important to consider
appropriate physical boundaries with students as well as think about the distinction between your private life and your professional life. Teaching is a public profession. The general guideline is that even when not directly related to students, private life is relevant to teachers’ suitability to teach. In this section, you will review setting appropriate boundaries with students for both social media and physical contact.

Contextual factors are things that affect your teaching situation. For the first task of the teacher work sample, you will analyze and explain factors such as the school district, school, class, and student level that affect what you teaching and, ultimately, students learning.

**Contextual Factors and Appropriate Boundaries with Students**

In this section, you will review information regarding appropriate social media guidelines with students and setting boundaries with students. You will also begin to review the first section of the teacher work sample.

**Readings: Electronic Communication and Appropriate Boundaries**

Read the following sections in *The first days of school*:

- section B ("First Characteristic: Positive Expectations")

Review the following article on the appropriate use of social media and electronic communication with students:

- **Use of Electronic Communication and Social Media**

Read the following article from the National Education Association on appropriate boundaries with students:

- **Teach but Don't Touch**

**Cohort Conference Call: Talking with Your Teacher About the Teacher Work Sample**

This week's conference call will focus on reviewing the requirements for the teacher work sample. It will also discuss strategies for talking with your host teacher and planning for when you can teach your teacher work sample. Be prepared to discuss the following check-in prompt:

- Share what your personal next steps are for planning your two week unit.
- What information do you still need?
- Are you teaching your unit in your Elementary Placement?

**Discussion Thread Posting: Contextual Factors**

Go to task 603.2.3-01 in Taskstream. This is the Contextual Factors task for the TWS. Review the task instructions. In the week 2 discussion thread of the DT Cohort Learning Community, post your responses to the following prompts:

- Share a brief description of your understanding of what contextual factors are and how they can impact student learning.
What are two examples of contextual factors in your school or classroom that have either a negative or positive impact on student learning?

Respond to the posts of two peers.

**Reflection Journal: Appropriate Boundaries with Students**

Go to SGAC DT journals in Taskstream and respond to the week two journal prompt.

- **TWS Goal Planner**

After meeting with your host teacher about the Teacher Work Sample, you will complete a short survey at the following link to document your planned dates for teaching and submitting your TWS. You will also share a brief summary of your planned TWS so that your cohort facilitator can help make sure that you are on track with the TWS.

**Week 3: Standards, Goals, Objectives, and 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 skills as you begin planning to lead instruction in your demonstration teaching classroom.

**Standards, Goals, Objectives, and Lesson Planning**

In this section you will learn about writing effective goals and objectives that are aligned to state standards. In this week's conference call, you will discuss the realities of lesson planning in the classroom.

**Readings: Standards, Goals, and Objectives**

Review the following two websites on writing effective goals and objectives:

- **Writing Instructional Goals and Objectives**
- **Writing Instructional Objectives**

Read the following section in *The first days of school*:

- section C ("Second Characteristic: Classroom Management")

**Cohort Conference Call: Lesson Planning**

Be prepared to the following check-in prompts:

What does lesson planning looks like in your classroom? Lesson plans should connect to standards, goals, and objectives. You will share strategies and tips for both.
Be prepared to discuss what you have read in *The first days of school* this week.

**Discussion Thread Posting: Standards, Goals and Objectives**

Go to task 603.2.3-02 in [Taskstream](#). This is the goals and objectives task for the TWS. Review the task instructions. In the week 3 discussion thread of the DT Cohort Learning Community, post

- One state standard for a standards-based unit of study that you are interested in teaching;
- One learning goal that aligns to that state standard; and
- One objective that aligns to the learning goal and includes a behavior, condition, and criterion.

Respond to the posts of two peers.

**Reflection Journal: Clinical Supervisor and Host Teacher**

Go to SGAC DT journals in [Taskstream](#) and respond to the week three journal prompt.

**Week 4: Assessment Planning and Student Behavior/Classroom Management**

Creating a plan for assessment is an essential part of all lesson planning. Assessment plans are designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment or summative assessment) teaching.

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.

**Assessment Planning and Student Behavior/Classroom Management**

In this section, you will review information to help you plan and prepare for pre- and post-assessments for your standards-based unit of study. You will explore the differences between classroom management and student behavior.

**Readings: Assessments and Classroom Management**

Read the following sections in *The first days of school*:

- section D ("Third Characteristic: Lesson Mastery")

Review the following document, which provides examples of how to graph assessment results. It is critical for the TWS that you pre and post assess students over all the content for the learning goals you write for your TWS unit.
Analyzing Assessment Data to Show Student Learning

Cohort Conference Call: Classroom Management

This week you will discuss the differences between student behavior and classroom management. You will share strategies and tips for both. Be prepared to discuss what you have read in *The first days of school* this week.

Discussion Thread Posting: Assessment Planning and Record Keeping

Go to Task 603.2.3-03, 602.3.18-04, 05 in [Taskstream](#). This is the assessment plan task for the TWS. Review the task instructions. In the week 4 discussion thread of the DT Cohort Learning Community, share what type of written pre- and post-assessment tool you plan to use for your standards-based unit of study. Explain how your pre- and post-assessment questions align to the content of all of your learning goals. Also, share a brief description of the record keeping system you use.

Respond to the posts of two peers.

Reflection Journal: Classroom Management

Go to SGAC DT journals in [Taskstream](#) and respond to the week four journal prompt.

Week 5: Lesson Plans, Differentiated Instruction, and Student Engagement

Lesson plans contain the specific information to accomplish learning goals and lesson objectives. Remember the lesson plans you wrote during Effective Teaching Practices? How do you develop a lesson plan that delivers effective instruction? You will have the opportunity to review your lesson plans for your unit of study one-on-one with your cohort facilitator.

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.

Lesson Plans, Differentiated Instruction, and Student Engagement

This section will provide the opportunity for you to get feedback on the lesson plans for your unit of study. You will also give consideration for the planning and managing of how you will differentiate instruction to meet individual student needs, as well as how to keep students engaged throughout the lesson and day.

Readings: Differentiated Instruction

Review the following websites:

- *Reading Rockets*
• **35 Student Engagement Strategies**
• **Creating schools in which all students can succeed**
• **Awareness Activities**
• **Keys to successful inclusion**

**Cohort Conference Call: Differentiated Instruction**

This week's call will focus on differentiated instruction for diverse learners.

Be prepared to discuss the following check-in prompts:

- Choose one article from the Reading Rockets link to briefly share what you learned about differentiated instruction.
- Describe one of the "35 Student Engagement Strategies" that you have used in the classroom or that you feel would be effective and you would like to try.

**Discussion Thread Posting: Lesson Plans**

Go to Task 603.2.3-04, 602.3.22-08, etc. in Taskstream. This is the lesson plan task for the TWS. Review the task instructions.

Review the following document:

- **Write a Lesson Plan Guide**

In the week 5 discussion thread of the DT Cohort Learning Community, post one of your lesson plans from your standards-based unit of study. This can be the complete lesson plan, or a summary of the lesson.

Respond to the posts of two peers.

**Reflection Journal: Student Engagement**

Go to SGAC DT journals in Taskstream and respond to the week five journal prompt.

**Week 6: Data Analysis and Effective Transitions**

Once you have collected data from the pre-assessment and post-assessment for the two-week unit of study you will use for the teacher work sample, you will have the opportunity to make an analysis of the results. You will compare the pre- and post-assessment data for each learning goal in your unit for your entire class and two subgroups.

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

**Data Analysis and Effective Transitions**

In this section, you will review important information for how to manage the classroom with
timely and effective transitions. Additionally, you will begin to prepare a plan for how you will analyze your class data to explain the learning of your class during the unit of study.

**Readings: Transitions**

Read the following articles:

- *Teaching Transitions: Techniques for Promoting Success Between Lessons*
- *Classroom Procedures and Transitions*

**Cohort Conference Call: Transition Activities**

This week's conference call will focus on effective transition activities in your classroom. Be prepared to discuss the following check-in prompt:

Please describe examples of strategies that you or your host teacher use to support effective transitions in the classroom. Examples could include:

- Transition between content areas / lessons
- Daily class day "start up" activities
- End of the day wrap-up
- Returning from lunch /recess
- Gaining class attention strategies

Please share one new strategy or insight on effective transitions that you gained from this week’s reading.

**Discussion Thread Posting: Data Analysis and Creating Graphs**

Go to Task 603.2.3-05 in *Taskstream*. This is the data analysis task for the TWS. Review the task instructions. In the week 6 discussion thread of the DT Cohort Learning Community, describe the two subgroups that you plan to analyze for this task. Why did you choose these two subgroups? Identify the type of graphs you will use (e.g., bar graph, pie chart) to document pre- and post-assessment results during the unit of study as aligned to your learning goals. Provide and share any hints or ideas for developing effective graphs with your cohort.

Respond to the posts of two peers.

**Reflection Journal: Work-Life Balance**

Go to SGAC DT journals in *Taskstream* and respond to the week six journal prompt.

**Week 7: Maximizing Instructional Time and Pacing**

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. According to Harry Wong, "If you don't have a plan, you plan to fail." 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**

In this section, you will reflect on your effectiveness for pacing lessons in the classroom. It is critical to take the time to think about what you can and will do to maximize instructional time to meet your planned learning goals and objectives.

**Readings: Pacing Lessons**

Read the following articles:

- [Instructional Pacing](#)
- [Injecting Pace into Lessons](#)

**Cohort Conference Call: Pacing Lessons**

This week's call will focus on effective pacing strategies to make the most of instructional time. Be prepared to discuss the following check-in prompt:

- What are strategies that you or your host teacher are using for lesson pacing and making the most of instructional time?
- Describe a new learning or insight you gained from this week's reading.

**Discussion Thread Posting: Making the Most of Instructional Time**

Go to Task 603.2.3-06, 602.1.3-01, 03 in [Taskstream](#). This is the reflection task in Taskstream and one component of this tasks asks you to discuss how you maximized learning time during the TWS unit. Review the task instructions. In the week 7 discussion thread of the DT Cohort Learning Community, share two effective transition or pacing strategies that help to maximize instructional time.

Respond to the posts of two peers.

**Reflection Journal: Instructional Time**

Go to SGAC DT journals in [Taskstream](#) and respond to the week seven journal prompt.

**Week 8: Ethics Awareness and Community Resources**

There are many resources in the local community available to assist teachers in working with students. Which ones are available to you in the community of your demonstration teaching placement? How can these resources help you instruct or obtain support for students and their families? It is essential that you are aware of the various resources available to you as you work with students in your local community.

There are many ethical situations that may arise as you are in your demonstration teaching placement and beyond. It is important that you understand and have an awareness of your own personal code of ethics.

**Ethics and Community Resources**

In the section, you will explore community resources available to students and families in your
district. You will also consider your ethical profile according to the Ethics Awareness Inventory and how you may respond to potential situations in your own classroom.

**Readings: Community Partnerships**

Review the following websites:

- [Promising Partnership Practices](#)
- [What Research Says About Family-School-Community Partnerships](#)

**Cohort Conference Call: Community Resources**

This week's conference call will focus on the potential variety and availability of community resources in your own local community as well as best practices in family-school-community partnerships. Be prepared to discuss the following check-in prompt:

What are examples of school / community partnerships that exist in your school? What are some potential linkages between your academic focus and community resources or partners? Examples could include:

- Inviting in a local fireman for a lesson on fire safety.
- Working with local gardening groups to plant a school garden that could be used for math, science and other content areas.
- Partnering with a local energy company to engage in a school energy audit as an element of science content.
- Working with a local newspaper editor to teach students editing techniques in language arts.

Inviting parents to come in and share specific skills / background they have that is related to various academic content

**Discussion Thread Posting: Ethics Awareness Inventory**

Take the [Ethics Awareness Inventory](#). Enter the following code to preview the inventory:

- st649032

In the week 8 discussion thread of the DT Cohort Learning Community, share the ethical profiles with which you are most closely and least closely aligned. Share an example of an actual situation that you have observed or participated in where ethical decision making was involved.

*Note: Do not include any real names in your example.*

Respond to the posts of two peers.

**Reflection Journal: Your Strengths**

Go to SGAC DT journals in [Taskstream](#) and respond to the week eight journal prompt.
Week 9: Professional Collaboration

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.

Collaborating With Teachers

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.

Readings: Collaboration

Read the following section of *The first days of school*:

- section E ("Future Understandings: The Professional")

Cohort Conference Call: Peer Collaboration

How does your school emulate what Wong calls "the hallmark of effective schools"? You will share your thoughts about this during the conference call. Be prepared to discuss what you have read in *The first days of school* this week.

Discussion Thread Posting: Looking Back-Lessons Learned From Host Teacher and Clinical Supervisor

In the week 9 discussion thread of the DT Cohort Learning Community, share the most meaningful lessons and insights you have gained from working with your host teacher and clinical supervisor.

Respond to the posts of two peers.

Reflection Journal: Collaboration

Go to SGAC DT journals in *Taskstream* and respond to the week nine journal prompt.

Week 10: Supervisory Skills and Philosophy of Teaching

It is important for teacher candidates to be prepared to work with other adults, whether in a supervisory role or with their own supervisor in the school environment. A volunteer or employed teacher's aide can make the difference in providing successful instruction. What will your role be as a teacher who works with volunteers or aides in your classroom? How will you relate to department heads or principals who supervise you?

In this section, you will also think about how your evolving philosophy of teaching may have changed as a result of your demonstration teaching experience.

Supervising Assistants and Volunteers

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.

Readings: Supervising Paraeducators

Read the following article:

- **Supervising Paraeducators - What Every Teacher Should Know**

Cohort Conference Call: Working Effectively with Volunteers and Assistants

Be prepared to discuss the following check-in prompt:

What are strategies that you or your host teacher use that support effective collaboration when working with volunteers and assistants?

Discussion Thread Posting: Philosophy of Teaching

While you did submit a philosophy of teaching statement with your DT application, you are also required to submit a revised statement to reflect your experience during demonstration teaching with your professional portfolio. You should view your philosophy of teaching statement as an ever-changing and evolving document throughout your career. It should reflect your philosophy of teaching regarding classroom management, lesson planning, teaching strategies, and methods, and it should discuss your beliefs and goals for future growth and development.

In the week 10 discussion thread of the DT Cohort Learning Community, respond to two of the following questions that can ultimately be a part of your revised philosophy of teaching statement.

- Why do you want to be a teacher?
- How do you think student learning occurs?
- What is your vision for your future classroom?
- What are your guiding principles of classroom management?
- What beliefs do you have about teaching students using differentiated instruction?
- What is your plan to improve your teaching skills and knowledge over the course of your teaching career?

Respond to the posts of two peers.

Reflection Journal: Personal Growth

Go to SGAC DT journals in Taskstream and respond to the week ten journal prompt.

**Week 11: Professional Development, Alumni Community, and Teacher Dispositions Index (TDI)**

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.

**Ongoing 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 and review your post-assessment for the TDI.

**Readings: Professional Development**

After visiting the following website, to sign up to receive ASCD Smartbriefs. These briefs can help you start to make a plan for your future professional development. After visiting the following website, sign up to receive ASCD Smartbriefs. These briefs can help you start to make a plan for your future professional development. There are also two readings that relate to employment interviewing techniques.

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

**Readings: Licensing and Certification**

Go to the WGU student handbook and find your state’s folder. 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.

**Readings: Alumni Community**

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](#)
- [Optimal Resume](#)
- [Teachers College Alumni](#)

**Cohort Conference Call: Interviewing**

Be prepared to discuss the following check-in prompt:

What are some successful interview techniques for new teachers that you have learned from your host teacher, clinical supervisor or others that you can share with members of your cohort?

**Discussion Thread Posting: Post Assessment Teacher Dispositions Index (TDI)**

Retake the [Teacher Disposition Index (TDI)](#) .

After you have taken the TDI for the second time, compare your responses to your answers from week 1. Reflect back to the beginning of demonstration teaching and all that you have learned over these past 11 weeks.
In the week 11 discussion thread of the DT Cohort Learning Community, share how your responses to the TDI may or may not have changed.

Respond to the posts of two peers.

**Reflection Journal: Transitioning Out of the Classroom**

Go to SGAC DT journals in [Taskstream](#) and respond to the week eleven journal prompt.

**Week 12: Reflection**

This section will discuss the next steps and allow you to share words of wisdom for future cohorts.

**Reflection**

There is not a journal reflection for this week and 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.

**Conference Call: Reflection and Next Steps**

Be ready to discuss the following check-in prompts:

- What was your favorite element or activity of the cohort seminar?
- What was your least favorite element or activity?
- What other thoughts do you wish to share with your peers and cohort facilitator?
- What are your next steps toward graduation and licensure?

**Discussion Thread Posting: Advice for future Teacher Candidates**

In the week 12 discussion thread of the DT Cohort Learning Community, share insights, thoughts and advice you have for students getting ready to enter their demonstration teaching experience. What do you wish you would have known before you started?

Respond to the posts of two peers.

**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 of study 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.

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.