Introduction

Welcome to the Schools and Society Course of Study! This is your first of the five subdomains in the Foundations of Teaching Domain, and it will be an exciting time as you finally begin your studies in education.

Overview

Who were the major figures in the development of the U.S. educational system? What roles do research and emergent technology play in modern education? How are teacher roles and responsibilities defined? What legal obligations affect teacher practice? With these things in mind, what can you expect to learn in the Schools and Society Course of Study, and why is it important?

Schools and Society is part of the Foundations of Teaching Domain. This foundational course of study will guide you as you learn about the role and responsibility of the teacher, the historical foundations and innovators of education, important educational theory and philosophy that has shaped education today, communication strategies, research methods in education, and technology in education. As you study these valuable topics in education over the next several weeks, you will be preparing yourself not only for the remaining Foundations of Teaching subdomains but also for being an outstanding educator!

Competencies

There are several academic competencies associated with this course of study that will be addressed sequentially over the next several weeks. The following list is a good overview of precisely what you will know, be able to do, and demonstrate through assessment at the conclusion of this course of study.

Competency: Communication Skills
The graduate recognizes and uses a range of conventions in both spoken and written English.

Competency: Communication with Families
The graduate understands how to communicate effectively with parents and families.

Competency: Research
The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

Competency: Technology Fundamentals
The graduate identifies the general characteristics and uses of technology; describes the functions and appropriate uses of common computer hardware and media devices to enrich
learning opportunities; and uses computer software applications.

**Competency: Education and Teaching Standards**
The graduate reads and describes the teacher and student content and pedagogy standards (e.g., local guidelines, state curricula, state and national teacher standards, and student achievement standards).

**Competency: Legal Rights and Responsibilities**
The graduate understands and knows how to implement laws related to the teaching profession.

**Competency: History and Organization of Education**
The graduate understands the historical and philosophical foundations of learning, the influence of early educational practices and theories, and the contributions of individuals on education.

**Additional Requirements**

All students who enrolled in a Teachers College licensure program on or after November 1, 2005, must take and pass a basic skills exam as part of their WGU program, whether such an exam is required for certification or not. Students should reference the "TC Licensure and Certification" folder in the WGU Student Handbook to see whether they should take the Praxis 1 or a basic skills exam specific to their state in order to satisfy this requirement. Students need to take the basic skills test during the first six months of Foundations of Teaching.

Students who enrolled in a Teachers College licensure program before November 1, 2005 need to take a basic skills exam if the exam is a certification requirement of the state in which they intend to certify. Students need to check the "TC Licensure and Certification" folder in the WGU Student Handbook to see if their state has a basic skills requirement.

**Required Learning Resources**

Pearson E-Texbook:


Other Textbook:


Online Learning Resources:

- CourseCompass: MyLabSchool
- ASCD Parents as Partners in Schooling Course
Teaching Dispositions Statement
Please review the WGU Statement of Teaching Dispositions

Preparing for Success

To successfully complete Foundations of Teaching: Schools and Society Course of Study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Obtain Learning Resources

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as you will use them weekly as you work through this course of study. Be sure to save your learning resources and your notes, as this is the first of five subdomains in Foundations of Teaching on which you will be assessed by an objective assessment (FTC4/5).

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.


Note: If the preceding resources appear in your "Learning Resources" tab, DO NOT click "Show Sections" or "Enroll Now." If you have already done so, contact your course instructor.

Note: If you choose to purchase the full textbooks, you are free to do so at your own expense, but be sure to order early and use the correct ISBN to get the correct edition.

Order Textbook

The other text that you will need to order for this course is listed below. You will need to order early to avoid delays in this seven-week course.


Note: The WGU Bookstore has this book available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Enroll in ASCD Parents as Partners in Schooling

Follow these instructions to enroll in the ASCD Parents as Partners in Schooling learning
resource:

1. Open your Degree Plan.
2. Click "View" on "FSA4" or "FSA5" under the "Course of Study" column.
3. Click on "Learning Resources" tab.
4. Click on the "Show Sections" link under the "Action" column.
5. Enroll in the "ASCD: Parents as Partners in Schooling" course.

Enroll in Atomic Learning

If you already enrolled in Atomic Learning during EWB, skip down to step 5 below. If you did not enroll in Atomic Learning during EWB, please follow these instructions:

1. Go to the EWB code in your Degree Plan and click the "View" hyperlink. A new window will open. Click on the "Learning Resources" tab.
2. You will see "Atomic Learning" listed. Click "Show Sections." A new window will open.
3. Click "Enroll Now." Your mentor will need to approve the enrollment.
4. Once your enrollment is approved, you will receive a registration e-mail within 30 minutes of the approval. This e-mail will contain your Atomic Learning username and password and additional instructions.
5. Your registration e-mail is sent to your WGU e-mail address. Please hold onto these instructions for future use, since you will not be able to change your username and password for this resource. If you forget the information, you can always refer back to this registration e-mail.
6. If you cannot locate your registration e-mail and you have already checked your delete/spam/bulk folders, please send an e-mail to learning@wgu.edu, and the Learning Resources Department will locate a copy of your instructions.

Important Notice

Remember as you work through Foundations of Teaching that you are gaining competence in five areas: Schools and Society, Human Development and Learning, Diversity and Inclusion, Classroom Management, and Testing.

Note: It is imperative that you purchase the learning resources, read the assignments, enroll in and participate in the self-paced courses, participate in the learning community and message board, and complete the learning activities. You will need all of the information gained in these steps to prepare for and pass the FTC4/5 objective assessment and complete the performance assessments.

The FTC4/5 objective assessment is a comprehensive test you will take that covers all of Foundations of Teaching. You will take this assessment after you have completed all of the work in Foundations of Teaching. That may be six months or more after you started the Schools and Society Course of Study. Take effective notes and follow the study tips, etc., so you will have a body of information to study to prepare for the FTC4/5.

Take Study Notes
As you engage in this course of study, you will be answering questions, completing exercises, and sketching out concepts. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.

You will be completing many worthwhile learning activities as you work through this course of study. You will want to take notes on the chapters that you read. Use the notes feature of this course of study or purchase a notebook and organize it so you can record important information and use it as study material when you prepare for the FTC4/5 objective assessment.

**Access the Learning Community and the Message Board**

Learning communities are an integral part of the WGU learning experience. Communities provide opportunities to learn through communication with the course instructor and other students. Any time you have a question about the content you are learning in this course of study, contact the course instructor for assistance. Course instructors and other students will not provide answers, but will engage you in discussion to help you clarify and extend your understanding of important concepts.

In the right-hand navigation portion of the course of study screen, there is a message board area. However, students engaged in this course of study should use the community discussion boards for posting, as directed in specific course of study activities. If you have questions of your own, do not hesitate to use the message board to get them answered as you develop your competence.

**Accessing TaskStream Tasks**

URL: [http://www.taskstream.com](http://www.taskstream.com)

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. A new window will come up. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue." If not, simply click "Continue."
6. A request will be sent to your mentor for approval.
7. Once your mentor has approved your request, our Assessment Delivery Team will open the tasks required for the assessment in TaskStream. You will log in to TaskStream to receive the instructions, see the rubric, and submit your assessment for grading.

**Educational History and Educational Innovators**

What is the heritage and evolution of education in the United States? The activities associated with this subject will introduce you to the historical and philosophical foundations of learning, the early practices and theories that influenced the development of education, and the contributions of educational innovators who have made an impact on education.
You will participate in a study about the history of education, the philosophical foundations of curriculum and its delivery, and the rationale behind current school formats. The study of educational innovators and their early contributions to education will enhance your foundational knowledge.

**The Teacher's Role**

How would you define a teacher's roles and responsibilities. To whom and for what are teachers accountable? You will provide a personal definition of the role of a teacher.

**The Role of the Teacher**

Read chapter 1 in *Introduction to Teaching: Becoming a Professional*. Reflect on what you think clearly defines teaching. Write your personal definition of teaching and describe the role of a teacher. Work collaboratively with your fellow teacher candidates to develop a profile of the ideal teacher.

Complete the "Interest in Teaching" inventory on page 5 of *Introduction to Teaching: Becoming a Professional*. Compare your responses to those in table 1.1 on page 6 of *Introduction to Teaching: Becoming a Professional*. After you do, consider the following questions:

- Are you surprised by the results of your inventory?
- What do your responses to these items tell you about your personal reasons for becoming a teacher?
- Think about the best and worst experiences you have had with teachers. How did those experiences affect your motivation to teach?

Work with a group of your fellow teacher candidates to brainstorm a list of reasons for teaching elementary or secondary education. Record your reflections and the answers to these questions in your notebook.

**The Rewards of a Career in Teaching**

Review pages 6-14 in *Introduction to Teaching: Becoming a Professional*. Respond to the following questions, and then collaborate with your fellow teacher candidates by posting in the discussion thread "Rewards of Teaching":

- Teaching offers many rewards. Which teaching rewards are appealing to you?
- Do you believe teaching will meet the kinds of emotional, intellectual, and extrinsic rewards that are important to you?

Research teaching salaries in your state. Respond to the following questions:

- How do teaching salaries in your state compare with those in other states?
- What significance do teaching salaries have in your decision to become a teacher?

**Vocabulary Review: The Teacher's Role**

URL: [http://www.studystack.com](http://www.studystack.com)
Review chapter 1 of *Introduction to Teaching: Becoming a Professional*. Use your best learning strategy (e.g., flashcards, vocabulary lists, audio files, or Study Stack [available at the URL listed above]) to master the following terms:

- Accountability
- Extrinsic rewards
- Professionalism
- Assessment
- High-stakes test
- Reflection
- Autonomy
- Intrinsic rewards
- Reforms
- Curriculum
- Merit pay
- Standards
- Decision-making
- Portfolio
- Technician
- Ethics
- Professional portfolio

**Teaching as a Profession**

**URL:** http://www.prenhall.com/kauchak

Read pages 15-37 in *Introduction to Teaching: Becoming a Professional* and take the chapter 1 self-assessment. Based on the characteristics of professionalism listed in chapter 1 of *Introduction to Teaching: Becoming a Professional*, do you believe teaching is a profession? Why or why not? What would you suggest to improve the professionalism of teaching?

To access the self-assessment for chapter 1, follow these instructions:

1. Go to the Kauchak Gateway at the URL listed above.
2. Click on the book cover for the third edition of *Introduction to Teaching: Becoming a Professional*, and select chapter 1 from the list of chapters at the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand side of the screen.
4. Take the quiz and then view your results.

If you score above 80%, congratulations! You have mastered the material in this section. If you score below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

**The Multiple Roles of Teaching**

Review chapter 1, pages 13-14, in *Introduction to Teaching: Becoming a Professional*. Brainstorm a list of teacher roles. Which of the teaching roles do you believe will be most difficult for you to fulfill? Which roles will you enjoy? Record your thoughts in your notebook.
State Licensure

Do you know the requirements in your state for the licensure that you are seeking? Each state has its own certification criteria. In this topic you will become familiar with the process by which states evaluate teacher credentials for licensure.

Teacher Licensure

Read chapter 2 in Introduction to Teaching: Becoming a Professional. Review pages 42-44 in Introduction to Teaching: Becoming a Professional, and reflect on the process of teacher licensure.

State Licensure Requirements

In this activity, you will investigate the requirements for certification in the state where you seek to be licensed. Visit your state’s licensure website to help you complete this activity.

Create a three-column chart in your notebook of your state’s licensure requirements that includes the following:

- Column 1: Key provisions for licensure in your chosen state (You may summarize lengthy provisions.)
- Column 2: The steps necessary to meet licensure requirements for each provision
- Column 3: Any concerns or problems you may have with meeting these requirements (suggested length of 2 paragraphs)

Note: At the top of your chart, include your name, the state in which you are pursuing licensure, and where you obtained the licensure requirements (i.e., web address).

The following is an example of how your chart might look:

<table>
<thead>
<tr>
<th>Certification Provisions</th>
<th>Steps for Provision</th>
<th>Concerns in Meeting Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented Completion of Human Relations (3-credit course equivalent)</td>
<td>(1) Submit a detailed course description and course syllabus, and an official transcript showing course completion; (2) State Department will evaluate to determine suitability of requirement; (3) If requirement not met, apply for two-year temporary certificate. a. Submit Two-Year Affidavit Form. b. Submit valid regular teaching certificate from qualifying state</td>
<td>Need to determine if Diversity &amp; Inclusion at WGU is an approved Human Relations course. If not, need to submit course information and transcript to State Department. If not accepted as suitable, need to apply for two-year temporary certificate and apply for initial licensure through Utah before applying for the temporary certificate in my state</td>
</tr>
</tbody>
</table>

Record your findings in your notebook for future reference. You may want to visit your state’s licensure web site frequently to note any changes in requirements.

Historical Foundations
How did public education begin and then evolve in the United States? As you work through this topic, you will learn and summarize the historical origin of public education in the United States.

**The History of Education in the United States**

**URL:** [http://www.hoover.org/publications/books/3009196.html](http://www.hoover.org/publications/books/3009196.html)

Read chapter 5 in *Introduction to Teaching: Becoming a Professional*. Read chapter 1 ("American Tradition of Education") in *A Primer on America's Schools* available at the URL listed above.

After reading the appropriate texts, study the following terms, and develop flashcards, vocabulary lists, audio notes, or any other strategies that will help you to internalize this terminology:

- Academy
- Head Start
- Progressive education
- Assimilation
- Junior high schools
- "Separate but equal"
- Character education
- Latin grammar school
- Title I
- Common school movement
- Magnet schools
- Vouchers
- Compensatory education programs
- Middle schools
- War on Poverty
- Comprehensive high school
- Normal schools
- English classical school
- Old Deluder Satan Act

**Educational Innovators**

Who were the leading figures in U.S. education, and how did they aid in the development of the U.S. educational system? As you work through this topic, you will identify educational innovators and their contributions to education.

**Innovators in Education**

**URL:** [http://www.pbs.org/kcet/publicschool/innovators/index.html](http://www.pbs.org/kcet/publicschool/innovators/index.html)

Read the article "Innovators" available at the URL listed above. In your notebook, list important education innovators and their contributions to education. Interact with your fellow teacher candidates by posting your thoughts about the views of these educational innovators on the message board thread "Educational Innovators."
Colonial Era
What characterized the American experience during the earliest days of public education? As you work through this topic, you will read about and discuss the legacy of the colonial era.

The Colonial Era

URL: http://www.hoover.org/publications/books/3009196.html

Read pages 151-156 in Introduction to Teaching: Becoming a Professional and chapter 1, pages 1-8, in A Primer on America's Schools available at the URL listed above.

Summarize Cubberly's vision of education from chapter 1 in A Primer on America's Schools. Interact with your fellow teacher candidates by posting your thoughts on the message board under the topic heading "Colonial Era." Moe, in A Primer on America's Schools, described schools before 1850 as being characterized by variety and pluralism. What did he mean by that comment? In modern educational systems, how are the needs of individuals met? How are schools a microcosm of society? Record your thoughts in your notebook, as you will be reviewing all of these concepts at the end of Foundations of Teaching.

Education in the Colonies

Read table 5.1 on page 153 in Introduction to Teaching: Becoming a Professional. According to the table, how would the "thinkers" mentioned in Table 5.1 have reacted to New England schools? What changes would they have recommended? Record your thoughts in your notebook.

Compare and Contrast Schooling in the Colonies

URLs: http://www.hoover.org/publications/books/3009196.html

Use what you have learned about the schooling in the colonies to develop a matrix (in your notebook) to compare and contrast schooling in the New England, middle, and southern colonies. The A Primer on America's Schools URL above can help you add further detail to what you've learned thus far.

The following is an example of how you might construct the matrix. A few cells of the matrix have been completed to help you get started.
### Common School Period

<table>
<thead>
<tr>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
<td>Private tutors, private schools, boarding schools</td>
</tr>
<tr>
<td><strong>Educational Setting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lifestyle</strong></td>
<td>Teach religion, reading, and writing; literate citizenry</td>
<td></td>
</tr>
</tbody>
</table>

### Common School Movement

What was the Common School Movement and how did it affect the development of schools in the United States? As you work through this topic, you will read about the Common School Movement and summarize the most important contributions of that movement.

#### Contributions of the Common School Movement

**URLs:**

- Common School Period
A Primer on America's Schools
http://www.hoover.org/publications/books/3009196.html

Read pages 158-161 in Introduction to Teaching: Becoming a Professional and chapter 1, pages 8-13, in A Primer on America's Schools available at the second URL listed above.

Study tip: Develop a list to summarize the most important contributions of the Common School Movement to American education. Visit the first website listed above to help you learn more about the Common School Movement. Interact with your fellow teacher candidates by posting your thoughts on the message board under the topic heading "Common School Movement" about important contributions of the Common School Movement to American education. What role did Horace Mann and Robert Breckenridge play in the Common School Movement?

Chapter 1 of A Primer on America's Schools discusses four traditions of American schooling. Which of these traditions do you feel is most in jeopardy? Is this a positive or a negative for the U.S. education system? Discuss this with your fellow teacher candidates. Record your findings in your notebook.

School Taxes

Review pages 158-161 in Introduction to Teaching: Becoming a Professional. Respond to the following questions and then interact with your fellow teacher candidates by posting in the discussion thread "School Taxes":

- How would you justify the need or legality of school taxes to citizens without children?
- How is paying school taxes similar to or different from paying taxes to support a police or fire department or the post office?

History of Education

What theories form the foundation of education in the United States? As you work through this subject, you will learn about educational philosophies and theoretical elements that have influenced the development of public education.

Teachers will operate with implicit or explicit philosophies of education. It is important for teachers to develop philosophies of teaching that are based on sound theoretical elements.

American High School: Evolution, Organizational Structures, and Current Practice

What are the historical roots of the American high school? What were the significant contributions of the Committee of Ten? As you work through this topic, you will learn about the American high school evolution.

The Evolution of the American High School

Read pages 161-165 in Introduction to Teaching: Becoming a Professional. As you read this chapter, think about your own experience in the "middle grades." Did you attend a middle school?
or a junior high school? Interact with your fellow teacher candidates by developing and posting your thoughts on the benefits of junior high versus middle school in the discussion thread "Evolution of the American High School." How did the purposes of the American high school evolve?

The Committee of Ten

Review "Redefining the High School" (pp. 163-164) in Introduction to Teaching: Becoming a Professional. Interact with your fellow teacher candidates by responding to the following question in the discussion thread "Committee of Ten":

- How might the inclusion of the parents on the Committee of Ten have influenced the nature of the recommendations this committee made?

Latin Grammar Schools: Educational History and Organizational Structures

What were the primary purposes of Latin grammar schools? As you work through this topic, you will summarize the influence of the Latin grammar school on public education.

Latin Grammar Schools

URL: http://www.nd.edu/~rbarger/www7/latingra.html

Read "Latin Grammar School" available at the URL listed above, and consider the influence Latin grammar schools had on public education. Record your thoughts in your notebook.

The Progressive Era: Educational Theory and Philosophy

What characteristics defined progressive education? As you work through this topic, you will read about the Progressive Era in education and uncover the most important ideas.

The Progressive Era in Education

Read pages 199-200 in Introduction to Teaching: Becoming a Professional. Progressivism is one of the prominent educational theories. Develop a graphic organizer to help you reveal the most important ideas from progressivism. Collaborate with your fellow teacher candidates in the discussion thread "Progressive Era" by discussing what role John Dewey played in the Progressive Movement. Think of classrooms you have observed. Give specific examples to show how Progressive-Era elements of education have been incorporated in today's classrooms.

Education of Cultural Minorities: School-Community Context

What has been the American experience regarding the education of cultural minorities? As you work through this topic, you will read and respond to ideas regarding the education of cultural minorities.

The Education of Cultural Minorities

Read pages 166-171 in Introduction to Teaching: Becoming a Professional. Collaborate with your fellow teacher candidates in the discussion thread "Education of Minorities" by responding to the following questions:
What are the five most important ideas you have gained from this reading about the education of cultural minorities?

How would Progressive-Era educators react to the Native American boarding schools?

What changes would Progressive-Era educators have suggested?

Contrast the notions of "melting pot" and "tossed salad" as they relate to views of diversity in education.

The Modern Era
What are the challenges of teaching in an age of reform? How does the world economic and political situation inform teaching priorities? As you work through this topic, you will read about the modern era and discuss educational trends and issues.

The Modern Period

URL: [http://www.nd.edu/~rbarger/www7/mod.html](http://www.nd.edu/~rbarger/www7/mod.html)

Read pages 171-177 in *Introduction to Teaching: Becoming a Professional*. Read the sections in "Modern Period" at the URL listed above, and explain three important education events that have occurred during the modern era. After considering your answers to the following questions, interact with your fellow teacher candidates by posting in the discussion thread "Modern Era":

- How are trends in education influenced by events in the United States and the world?
- What educational reforms are currently influencing educational policies and practices?
- Why were educational efforts during the cold war focused on math, science, and foreign languages?
- How was the War on Poverty similar to other educational efforts aimed at minorities? How was it different?

Self-Assessment for Chapter 5

URL: [http://www.prenhall.com/kauchak](http://www.prenhall.com/kauchak)

Take the self-assessment for chapter 5 at the URL listed above. To access the self-assessment, follow these steps:

1. Go to the Kauchak Gateway website, and click on the book cover for the third edition of *Introduction to Teaching: Becoming a Professional*.
2. Access chapter 5 from the drop-down menu near the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand area of the screen.
4. Take the quiz and view your results.

If you scored above 80%, congratulations! You have mastered the material in this section. If you scored below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

Educational Theories and Philosophies
What are the intellectual foundations of American education? As you work through this topic, you will compare and contrast educational theories.

Philosophy of Education
Read chapter 6 in *Introduction to Education: Becoming a Professional*. Create your own version of table 6.2 on page 201 of Introduction to Teaching: Becoming a Professional (an example of how you might construct the table is given below). What is your philosophy of teaching? As a professional educator, you will develop your own philosophy of education.

Complete the "Philosophy of Education Survey" on page 185 in *Introduction to Teaching: Becoming a Professional*. Do you believe the survey reflects your philosophy? Respond to the following questions in your notebook:

- What do you believe are the goals of education?
- How do you believe students learn?
- How do your views of learning relate to the kind of teaching methods and learning environment you will establish as a teacher?
- How does your developing philosophy of teaching relate to your philosophy of life?

Discuss your developing educational philosophy with your fellow teacher candidates in a discussion thread "Educational Theory and Philosophy."

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<thead>
<tr>
<th></th>
<th>Perennialism</th>
<th>Essentialism</th>
<th>Progressivism</th>
<th>Existentialism</th>
<th>Postmodernism</th>
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</thead>
<tbody>
<tr>
<td>Educational Goals</td>
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<td>Curriculum</td>
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<td>Teacher Role</td>
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<td>Student Role</td>
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<td>Teaching Methods</td>
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<tr>
<td>Learning Environment</td>
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<tr>
<td>Example</td>
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**High-Stakes Testing**

Review pages 197-198 in *Introduction to Education: Becoming a Professional* and respond to the questions in this section. How would essentialists view the current "high stakes" testing trend where students are required to pass standardized tests and schools are judged based on student performance on those tests? How do you react to high-stakes testing? How does your view of high-stakes testing relate to your philosophy of education? Interact with your fellow teacher candidates by posting your reflections to these questions in the discussion thread "Essentialists View of High Stakes Testing."

**Case Study in Chapter 6**

**URL:** [http://www.prenhall.com/kauchak](http://www.prenhall.com/kauchak)
Review the case study of Allie and Brad at the beginning of chapter 6 in *Introduction to Teaching: Becoming a Professional*. Which of the two (Allie or Brad) seems to have a more progressive philosophy of teaching? Why? Record your thoughts in your notebook. Complete the self-assessment at the URL listed above. To access the self-assessment, follow these steps:

1. Go to the Kauchak Gateway website, and click on the book cover for the third edition of *Introduction to Teaching: Becoming a Professional*.
2. Access chapter 6 from the drop-down menu near the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand area of the screen.
4. Take the quiz and view your results.

If you scored above 80%, congratulations! You have mastered the material in this section. If you scored below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

**Governance and Organizational Structures**

How are schools in the United States organized? How are they regulated? What are their sources of funding? As you work through this topic, you will identify the organizational levels that govern public schools.

**Federalism and Local Control**

**URLs:**

**A Primer on America's Schools**

[http://www.hoover.org/publications/books/3009196.html](http://www.hoover.org/publications/books/3009196.html)

**Study Stack**

[http://www.studystack.com](http://www.studystack.com)

Read chapters 7 and 8 in *Introduction to Teaching: Becoming a Professional*. Read chapters 11 and 2 in *A Primer on America's Schools* available at the URL listed above.

Using a Venn diagram or some other graphic organizer to help you, compare and contrast the ideas of federalism and local control.

Define the following terms. Use your best learning strategy (e.g., flashcards, vocabulary lists, Study Stack [available at the URL listed above], audio files, etc.) to master them.

- Block grants
- Principal
- State tuition tax-credit plans
- Categorical grants
- School district
- Superintendent
- Charter schools
Site-based decision making
Voucher
Homeschooling
State board of education
Local school board
State office of education

Organizational Structure

URL: http://www.prenhall.com/kauchak

Review chapter 8 in Introduction to Teaching: Becoming a Professional. Using figure 8.1 on page 246, write a short description in your notebook for each of the organizational levels on the figure, starting with “State Board of Education.” Include at least three points of information for each organizational level in your descriptions. Interact with your fellow teacher candidates in the discussion board thread “Organization and Governance” by responding to the following question:

- How do schools as organizations fit into the larger community context?

Form a group with three students who are at the same point in the course. Each student in your group should select an educational innovation (school choice, charter schools, vouchers, home schooling). Confer with your group to discuss each of the innovations. Make certain you include the advantages and limitations of each innovation. Finally, answer the following questions:

- What role should the federal government play in education?
- How does federal control influence education?

Take the self-assessment at the URL listed above. To access the self-assessment, follow these steps:

1. Go to the Kauchak Gateway website, and click on the book cover for the third edition of Introduction to Teaching: Becoming a Professional.
2. Access chapter 7 from the drop-down menu near the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand area of the screen.
4. Take the quiz and view your results.

If you scored above 80%, congratulations! You have mastered the material in this section. If you scored below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

Teacher Rights and Responsibilities

What are the ethical and legal influences on teaching? As you work through this subject, you will learn about your rights and responsibilities as a member of the education profession.

Teachers need to understand their rights and responsibilities as members of the education
profession.

**Legal Rights**

What legal considerations influence teaching? As you work through this topic, you will develop an understanding of the rights and responsibilities that are gained through the relevant laws.

**Teachers' and Students' Rights**

Read chapter 9 in *Introduction to Teaching: Becoming a Professional* and chapter 3 in *Public School Law: Teachers' and Students' Rights*, pages 67-80. This chapter is on reserve at the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "School Attendance and Instructional Issues."

Students and teachers are afforded the same rights as any other citizens of the United States. Using the table below, summarize the amendments relevant to education listed and explain how they apply to school situations.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Summary</th>
<th>Application to Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interact with your fellow teacher candidates by posting your reflections to the following questions in the discussion thread "Rights of Students and Teachers":

- Why are rights not "absolute?"
- What does the legal system use to determine right from wrong?

In your notebook, write a paragraph to explain compulsory school attendance.

**Teacher Rights and Responsibilities**

What are the legal influences on teacher employment? How do copyright restrictions affect teaching? How does suspected child abuse affect teaching? As you work through this topic, you will develop a better understanding of rights related to teacher employment, legal responsibilities regarding use of materials, and the safety of children.

**The Rights and Responsibilities of Teachers**

Review pages 283-296 in *Introduction to Education: Becoming a Professional*. Develop a matrix to help you better understand rights related to teacher employment. The following is an example of how your matrix might look:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Licensure</th>
<th>Contracts</th>
<th>Tenure</th>
<th>Dismissal</th>
<th>RIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Procedures

Respond to the following questions and interact with your fellow teacher candidates by posting your thoughts in the discussion board thread "Tenure and Academic Freedom":

- Is teacher tenure positive or negative for education?
- What is gained or lost by maintaining tenure?

Write the definition of academic freedom. Although teachers and students do have freedom of speech rights, those rights are not unlimited. In your notebook, develop a list of six guidelines for teachers to use in making determinations about whether or not to include controversial content in courses. Answer the following questions in your notebook:

- Are teachers entitled to do anything they choose in their private lives?
- Why do teachers need to carefully consider their personal behaviors?

Consider the following scenario. A teacher became involved in her city's gay rights movement, passing out leaflets at demonstrations and making speeches. Her school district warned her and then fired her for her activity. What legal issues would be involved here? Make notes on this in your notebook.

**Copyright Laws for Teachers**

**URL:** http://www.edu-cyberpg.com/Teachers/copyrightlaw.html


Develop a list of hints for teachers to help them comply with copyright laws. Post these in the discussion thread "Copyright Laws," and collaborate with your fellow teacher candidates to help each other improve your lists.

**In Loco Parentis**

Review chapter 13 in *Public School Law: Teachers’ and Students’ Rights*. (This chapter is on reserve at the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "Tort Liability.")

*In loco parentis* means that teachers take the place of parents in protecting students from harm. Teachers are expected to use good judgment in preventing injury. In your notebook, develop a T-chart that includes 10 steps teachers should take to prevent injury and provide an example for each of the 10 steps. Below is an example of how your T-chart might look.

<table>
<thead>
<tr>
<th>Steps to Prevent Injury</th>
<th>Examples</th>
</tr>
</thead>
</table>

**Child Abuse and Teacher Responsibilities**

Read pages 289 and 133-134 in *Introduction to Teaching: Becoming a Professional*. What
responsibilities do teachers have if they suspect child abuse? Interact with your fellow teacher candidates in the discussion thread "Child Abuse" as you reflect on this topic.

Review the case of Oregon beach on page 288 in *Introduction to Teaching: Becoming a Professional*. Explain how following at least three steps on your T-chart might have prevented injury to the student.

**Religion and the Law**

Review pages 293-296 in *Introduction to Teaching: Becoming a Professional*. Respond to the following questions in your notebook:

- Can students and teachers pray in public schools?
- Can religion be included in the school curriculum?
- Can religious clubs have access to public school facilities?

Using the table below (or one that you develop for yourself), develop a matrix of teacher rights and responsibilities, key terms, and corresponding amendments and court cases that set precedents. Retain this in your notes for future reference.

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Right or Responsibility</th>
<th>Amendment / Court Case(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>licensure contracts tenure dismissal</td>
<td></td>
</tr>
<tr>
<td>Academic Freedom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copyright Laws</td>
<td>fair use</td>
<td></td>
</tr>
<tr>
<td>Teacher Liability</td>
<td>in loco parentis negligence</td>
<td></td>
</tr>
<tr>
<td>Teachers' Private Lives</td>
<td>notoriety</td>
<td></td>
</tr>
</tbody>
</table>

**Student Rights**

As you work through this subject, you will learn your obligations as a teacher when it comes to protecting students' rights.

Teachers have an obligation to protect the rights of students. It is important to understand guidelines related to student rights.

**Students' Rights**

Do students have the right of freedom of speech? What governs access to student records? Under what circumstances may school officials search a student's locker or backpack? As you work through this topic, you will learn about students' rights and limitations.
Understanding Students' Rights

Review pages 297-304 in *Introduction to Teaching: Becoming a Professional*. Review chapter 3 (pp. 96-106) in *Public School Law: Teachers' and Students' Rights*. (This chapter is on reserve at the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "School Attendance and Instructional Issues.")

Students are protected by First Amendment rights; however, there are limitations to those rights. Review the two cases on freedom of speech on pages 297-298 in *Introduction to Teaching: Becoming a Professional* and respond to the following questions in your notebook:

- How are the two cases involving students' freedom of speech similar?
- How do the cases differ?

Interact with your fellow teacher candidates by posting your reflections in the discussion thread "Students' Freedom of Speech."

**Family Rights Act**

As you work through this topic, you will develop a list of "Dos" and "Don'ts" for teachers in relation to a student's educational file.

**Family Educational Right to Privacy (FERPA)**


Read the Family Educational Right to Privacy Act (FERPA) available at the URL listed above. The Buckley Amendment includes two elements. First, it establishes the right for students or their parents to see the student's educational files, and second, it articulates restrictions related to who else can see the files.

Develop a list of five "Dos" and "Don'ts" for teachers in relation to students' educational files. Share your list with other teacher candidates in the discussion thread "Students' Records and Privacy." Consider the following scenarios and answer the questions:

- You are a high school teacher who receives a letter from a prospective employer asking you to provide a recommendation for one of your former students. You are asked to fill out a form with information about the student's GPA. Would you provide the information? Why or why not?
- Imagine that a colleague asks your advice about corporal punishment. What advice would you give the teacher?

Partner with another student to explain due process rights that students have when they might lose the right to attend school. What amendment to the constitution guarantees students due process? Record the answers to these questions in your notebook.

**Student Rights and Responsibilities Matrix**

Review pages 297-304 in *Introduction to Teaching: Becoming a Professional*. Review chapter 3 in *Public School Law: Teachers' and Students' Rights*. (This chapter is on reserve at the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "School Attendance and Instructional Issues.") Also review the Family Educational Right to Privacy Act (FERPA) at the URL listed above.

Using the table below (or one that you develop for yourself), develop a matrix of student rights and responsibilities, key terms, and corresponding amendments and court cases that shed light on the matter.

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Right or Responsibility</th>
<th>Amendment / Court Case(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom of Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permissible Search and Seizure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' Records and Privacy</td>
<td>FERPA</td>
<td></td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>cruel / unusual punishment</td>
<td></td>
</tr>
<tr>
<td>Students' Rights in Disciplinary Actions</td>
<td>due process</td>
<td></td>
</tr>
</tbody>
</table>

### Self-Assessment for Chapter 9

**URL:** [http://www.prenhall.com/kauchak](http://www.prenhall.com/kauchak)

Take the self-assessment for chapter 9 of *Introduction to Teaching: Becoming a Professional*. Access the self-assessment by following these instructions:

1. Go to the Kauchak Gateway website, and click on the book cover for the third edition of *Introduction to Teaching: Becoming a Professional*.
2. Access chapter 9 from the drop-down menu near the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand area of the screen.
4. Take the quiz and view your results.

If you scored above 80%, congratulations! You have mastered the material in this section. If you scored below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

### Research Basics

How do teachers engage in meaningful research to inform their practice? As you work through this subject, you will learn to synthesize and engage in technical writing, helping you be informed about current issues in education.
An important set of skills for every educator includes being informed about current issues and being able to synthesize and engage in technical writing. These foundational skills are also essential prerequisites for completing performance assessments.

**Locating and Gathering Information: Primary and Secondary Sources**

How does a professional use primary and secondary source material to be current on issues in education? As you work through this topic, you will engage in activities to develop a list of strategies for locating information.

**Locating and Gathering Information for Research**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

For this activity, you will be using the "Research Navigator" that is part of your CourseCompass-MyLabSchool subscription. Log in to CourseCompass as you normally do. Instead of selecting your course, look to the right side of the window and find the "Need Help?" column. Under that column, click on "Where is Research Navigator?" This will take you to a new window that contains "Research Navigator." Locate the tabs at the top of the page. Once you do, follow these instructions to compete the activity:

1. Read through all of the pages under tab 1, "The Research Process."
2. Look at tab 2, "Finding Sources." Experiment with searching for reliable source material in the various databases under this tab. You are not writing a research paper for this activity, so feel free to search whatever content interests you.
3. Go to tab 3, "Using Your Library." Read through all of the pages under tab 3 and then review the "Library Guides" at the end of the tab topic.

Develop a list of the 10 most important strategies for locating information, and share them with your fellow teacher candidates in the discussion thread "Locating and Gathering Information."

**Reviewing, Summarizing, and Synthesizing Information: Primary and Secondary Sources**

What is the difference between primary and secondary sources, and how are they employed in a research project? As you work through this topic, you will learn to synthesize primary and secondary information.

**Organizing and Synthesizing**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

For this activity, you will continue to use the "Research Navigator" that you used in the previous activity. To access "Research Navigator," log in to CourseCompass as you normally do. Instead of selecting your course, look to the right side of the window and find the "Need Help?" column. Under that column, click on "Where is Research Navigator?" This will take you to a new window that contains "Research Navigator." Locate the tabs at the top of the page. Click on tab 4, "Start Writing." Read through all of the pages under tab 4.
Discuss strategies you will use to organize and synthesize the information for upcoming projects and share these with your fellow teacher candidates in the discussion thread "Reviewing, Summarizing, and Synthesizing Information."

**Citing Appropriately**

How do professionals give proper credit when quoting or paraphrasing the ideas of others? As you work through this topic, you will learn to cite text appropriately in APA format.

**Citing Appropriately in APA Style**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

You will again use "Research Navigator" used in previous activities. You will also read about citations in the APA manual. To access "Research Navigator," log in to CourseCompass as you normally do. Instead of selecting your course, look to the right side of the window and find the "Need Help?" column. Under that column, click on "Where is Research Navigator?" This will take you to a new window that contains "Research Navigator." Locate the tabs at the top of the page. Then follow these instructions:

1. Select tab 5, "End Notes & Bibliography." Read the pages under tab 5, focusing on the sections that refer to APA style. You may skip the pages that refer to MLA, CMS, and CBE styles.
2. Read chapter 6 ("Crediting Sources") in *Publication manual of the American Psychological Association.*

After reviewing your APA manual, in your notebook summarize five of the most important guidelines for citing information. Post any questions you have on citing appropriately in the community discussion thread "Citing Appropriately," and collaborate with your fellow teacher candidates.

**Distinguish Types of Research**

What methods are used in conducting research? How are they employed to reach a conclusion? As you work through this topic, you will distinguish between primary and secondary research. You will also recognize research methods that can be used to reach a desired outcome.

**Research Methods**

For this activity, you will search and find some resources that will allow you to complete the table below. Do an Internet search using the following key words:

- Types of educational research
- Research methods
- Educational research methods
- Primary research methods
Primary and secondary sources

Select and read articles that focus on research types, methods, and desired research outcomes. You may also do a similar search using the various databases in the WGU Library. Develop a table, such as the one below, to help you better understand types of research. (Include as headers for your table types of research, methods used, and desired outcomes.)

<table>
<thead>
<tr>
<th>Type of Research</th>
<th>Methods Used</th>
<th>Desired Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distinguish between primary and secondary research, and share what you have learned about them in the discussion thread "Distinguish Types of Research." Record this information in your notebook for future reference. You may want to bookmark some of the websites you located for this activity.

Writing a Problem or Thesis Statement
What is a thesis statement and how do you write one? As you work through this topic, you will learn how to develop a problem or thesis statement.

Developing a Thesis Statement

URL: [http://www.coursecompass.com](http://www.coursecompass.com)

In order to do this activity, you should have completed all of the previous activities under this subject, "Research Basics."

"Research Navigator" in CourseCompass-MyLabSchool discusses thesis statements. Practice writing thesis statements. Discuss any problems you have in developing thesis or problem statements in the message board discussion thread "Writing a Problem or Thesis Statement."

Communication Skills

Why are effective listening and communication skills so important in teaching? As you work through this subject, you will learn to communicate effectively with administrators, colleagues, and parents, as communication is a vital part of teaching.

The ability to communicate effectively with administrators, colleagues, and parents is an important part of teaching.

Home and School Collaboration, Part 1
Collaboration with parents is essential to student success! As you work through this topic, you will learn how to effectively communicate with parents and families.

Communication and Effective Listening

Read chapter 2 in *Communication for the Classroom Teacher.* (This textbook chapter is on reserve in the WGU Library under "E Reserves" > "Teacher Education" > "Foundations of
Communication is key to success in the classroom. There are multiple strategies that exist that relate to active listening, effective communication at school, and the best practices for communicating effectively. Not only will you need to be an effective communicator as a teacher, but you will also need to be familiar with strategies to help your students be more effective communicators.

After you have read through chapter 2 of *Communication for the Classroom Teacher*, find some resources that you can use to enhance your own communication skills and to help guide your students. With each category of communication listed below are some search terms you can use to find some communication resources.

- Active Listening: Do an Internet search using key words "active listening."
- Effective Communication at School: Do an Internet search using key words "effective communication at school."
- How to Communicate Effectively: Do an Internet search using key words "effective interpersonal communication" or "effective communication."

Reflect on your own communication skills in the community discussion thread "Communication Skills." As you do, consider the following:

- Do you see weaknesses that will hinder your ability to work with students and/or families?
- What strengths in communication do you possess that are directly related to being a proficient, intentional teacher?
- Recall a time when listening carefully to someone (a student, your child, a co-worker, an employee, etc.) provided you with information that assisted you in modifying your procedures, behaviors, or interaction with that person in a way that helped him or her have a more successful experience.

**Active Listening Skills**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this one.*

For this activity, log in to CourseCompass and click on "Foundations of Teaching Pre-Clinical Experience (PCE) Videos."

To access the MyLabSchool videos for this activity, follow these directions:

1. Go to CourseCompass at the URL above.
2. Find the heading "Student" in the bottom right column and click on "Log in."

3. Enter your log in name and password, then click "Log in." Note: If you do not know your CourseCompass log-in information, contact your mentor.

4. In the left column, find the heading "Courses," and then scroll down and click on "MyLabSchool." (It will be in bold letters.)

5. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."

6. Select the group of videos for this domain, Foundations of Teaching.

7. Select the video title appropriate for the level of your program:
   - Elementary
   - Video title: "Planning to Promote Socially Appropriate Behavior"
   - Secondary
   - Video title: "Traditional Teacher Evaluation"

8. To start the video, click the play symbol (the triangle within a circle).

Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the play symbol to resume the video.

After viewing the appropriate video, indicate which video you viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the guided reflection protocol (GRP) below:

Observation and Description

1. Describe the professional interaction you observed taking place among the adults in the video.
2. Describe the tone of the professional interaction you observed taking place among the adults in the video.
3. Describe the nonverbal communication or reactions displayed among the adults in the video.
4. Describe effective active listening skills you observed in the video.

Post your responses to these prompts in the discussion thread "Active Listening." In addition, find another student's GRP responses and comment on his or her reflection.

Culturally Responsive Communication

What are the challenges of collaborating with families of diverse cultural backgrounds? As you work through this topic, you will develop strategies for communicating effectively with culturally diverse families.

Communication and Culture

URL: [http://www.pbs.org/ampu/crosscult.html](http://www.pbs.org/ampu/crosscult.html)

Read pages 74-86 in *Introduction to Teaching: Becoming a Professional*. Access and review chapter 2 in *Communication for the Classroom Teacher*. (This chapter is located in the WGU Library under "E-Reserves" > "Teachers Education" > "Foundations of Teaching" > "Schools
and Society” > “Interpersonal Communication.”

After you do this reading, complete the following activities:

- **What Do You Know About Culture, Communication, and Language?:** Do an Internet search using key words: “What Do I Know About Culture, Communication, and Language?” You will likely come across several sites that describe common myths and stereotypes pertaining to a particular culture or type of communication. What did you find? Were you surprised by what you discovered?

- **Tips on Communicating:** Do another Internet search using the key words "tips on communicating." Check at least three sites to see if the tips are the same. If they are not, why not? If they are, what stands out? List the site(s) you feel will be helpful to you in the future in your notebook.

- **Six Fundamental Patterns of Cultural Difference:** Visit the URL listed above. People bring biases, sometimes even prejudices, to communications; often times, they are not even aware of them. Read through each of the six fundamental patterns of cultural differences at the above website. What did you learn that you did not know before? How will this new knowledge make you a more effective communicator? How will it make you a more effective teacher? How can that help you teach your students to better appreciate cultural diversity and become better communicators?

- **Cross-Cultural Communication Strategies:** Describe five strategies you will use to communicate with diverse families. Interact with your fellow teacher candidates by posting your strategies in the discussion thread “Culturally Responsive Communication.” What kinds of oral and communication techniques can you incorporate as a teacher that will take into account the diversity of your students' families and their varying academic and socioeconomic backgrounds?

**Case Study: Building on Cultural Backgrounds**

Review the opening case study, "Culturally Responsive Teaching," on pages 79-80, and review pages 88-89 about gender in *Introduction to Teaching: Becoming a Professional*. Respond to the following questions and write responses in your notebook:

- In the case study, what does Shannon do to build on students' cultural backgrounds?
- What are two examples of this?

**Communication Strategies**

What strategies can be employed when communicating with parents? As you work through this topic, you will learn how to effectively communicate with parents and families.

**ASCD Parents as Partners in Schools**

**URL:** [http://www.ascd.org](http://www.ascd.org)

Complete the "ASCD Parents as Partners in Schooling" course at the link above. This course includes 10 lessons to help you develop skills that are essential in communicating with families.

**Home and School Collaboration, Part 2**

What are the advantages to involving parents in the students' educational program? As you
work through this topic, you will learn the importance of partnering with parents.

Parents as Partners

URL: http://ceep.crc.uiuc.edu/eecearchive/digests/2003/mendoza03.html

Access and read “Communicating With Parents” at the URL listed above. Also, access and read pages 34-36 and 407-408 of *School, Family, and Community Partnerships* by J.L. Epstein. (This is available on reserve in the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "Epstein, Joyce Levy.")

Please respond to these three reflection questions and share with your fellow teacher candidates in the discussion thread "Parental Involvement":

- What will be your biggest challenges in working with the families of students at-risk?
- A disproportionate number of low socioeconomic status (SES) students are enrolled in large schools. Are low-SES parents likely to be more or less involved in children's schools than high-SES parents? Why?
- Identify at least two things teachers could do to help parents work with their children more effectively on homework and other academic activities. How can teachers accommodate working or single parents? Think outside of the box on this one.

FSA4 or FSA5 Task 601.4.2-01, 03

URLs: http://www.taskstream.com

Note: This task is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this task. All others should follow the directions in TaskStream to complete this performance task.

Access TaskStream and complete performance task 601.4.2-01, 03. You will be analyzing the teacher's speech in terms of sensitivity or insensitivity to the parents in the audience. For the requested in-text citations, you are being asked to quote or summarize from the two readings associated with this task and to cite those readings using APA style.

Educational Jargon

What is educational jargon? How do teachers avoid using it when talking with parents? As you work through this topic, you will learn to improve communication with families by avoiding educational jargon.

Avoid the Educational Jargon


Access and read "Hiding Behind Education Jargon" at the URL above. Every profession has its own language and jargon. How can you as a teacher make certain that your communications with parents are not hampered by the use of educational jargon? Record your thoughts in your notebook.

Parent Participation
Review chapter 2 in *Communication for the Classroom Teacher*. (This chapter is on reserve at the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "Interpersonal Communication.")

Discuss the challenges of getting parents to participate in parent-teacher conferences. What are some strategies you might use as a teacher to involve more parents in these conferences? Share your thoughts with your fellow teacher candidates in the discussion thread "Parent-Teacher Conferences."

**Vocabulary for Classroom Communication**

URL: http://www.studystack.com

Review chapter 2 in *Communication for the Classroom Teacher*. (This textbook chapter is on reserve in the WGU Library under "E-Reserves" > "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > "Interpersonal Communication.")

Define the following terms. Use your best learning strategy to master these terms (flashcards, vocabulary list, audio file, Study Stack [available from the URL above]).

- Assimilation
- Immersion programs
- Sexual harassment
- Caring
- Latchkey children
- Single-gender classes and schools
- Culturally-responsive teaching
- Learning style
- Socioeconomic status
- Culture
- Middle class
- Students placed at-risk
- English as a second language (ESL) programs
- Multicultural education
- Underclass
- Ethnicity
- Resilient students
- Upper class

**Education and Teaching Standards**

What is meant by standards at the local, state, and national levels? As you work through this subject, you will read and describe the teacher and student content and pedagogy standards (e.g., local guidelines, state curricula, state and national teaching standards, and student achievement standards).

Current teaching standards guide curricular decisions and assessment instruments and
purposes.

**Purposes of Standards**

What is the purpose of basing instruction on standards? How do they influence instruction? Teacher candidates will reflect on the use of content and pedagogy standards.

**Standards**

URL: [http://www.hoover.org/publications/books/3009196.html](http://www.hoover.org/publications/books/3009196.html)

Read chapter 10 (pp. 323-325) in *Introduction to Teaching: Becoming a Professional*. Read "Teaching in an Era of Reform" on pages 30-31 of *Introduction to Teaching: Becoming a Professional*. Read chapter 6 in *A Primer on America's Schools* available at the URL listed above. Reflect on the following questions:

- Do you feel that accountability and high-stakes testing improve or harm the quality of education?
- Is high-stakes testing an adequate response to the achievement gap?

Share your reflections with your fellow teacher candidates in the discussion thread "Standards."

**No Child Left Behind**


Read "No Child Left Behind: Standards and Assessments" at the above URL and reflect on these policies. Record your thoughts in your notebook.

**FSA4 or FSA5 Task 601.4.5-02, 03, 04**

URL: [http://www.taskstream.com](http://www.taskstream.com)

Access TaskStream and complete performance task 601.4.5-02, 03, 04. To begin this task, start with the links at the bottom of the task if it relates to your state or with the "Standards Manager" in TaskStream.

Visit your state's Department of Education website (do an Internet search for this). Many states have separate websites for teacher standards; for example, California's teaching standards are on the web page for the Commission on Teacher Credentialing.


If you are specializing in a specific subject, it is highly recommended that you look at the related professional organization's standards. For example, math teachers have the National Council of Teachers of Mathematics -- they have standards that they think all children in the nation should learn, thus they are called national standards.
Check your assignment using the included rubric before submitting it.

Note: As you look at your assignment and the rubric aspects, ask yourself, "Have I included all required information?", "Is my information accurate?", "Is there any part of the task that I could improve before submitting my work?"

Submit your task.

Technology

New technologies are expanding modes of instruction and giving teachers new options in presenting material. As you work through this subject, you will identify the general characteristics and uses of technology, describe the functions and appropriate uses of common computer hardware and media devices to enrich learning opportunities, and use computer software applications.

Review technology fundamentals to prepare for using technology effectively in the classroom.

Technology: Vocabulary, Software Applications, Systems and Components

How can technology be employed in the classroom to enhance instruction? You will reflect on the use of technology in the classroom.

Technology in the Classroom

Read about equity issues in technology on pages 435-436 in Introduction to Teaching: Becoming a Professional. Consider the following questions:

- What can teachers do to overcome the digital divide in their classrooms?
- What could be done at the school or district level?
- What types of technology are most important for teachers to use in the classroom?
- Why are some teachers reluctant to use technology?

Reflect on these questions and interact with your fellow teacher candidates in the discussion thread "Technology in the Classroom."

Technology Vocabulary

URL: http://www.studystack.com

Define the following terms. Use your best learning strategy to help you master the terms (flashcards, vocabulary list, audio file). Create a set of flashcards using the website listed above to help you with technology terms.

- Assistive technology
- E-mail
- Simulation
- Bulletin board
- Hypermedia
Internet and Web Jargon

Often times you will run into technology terms you are not familiar with. CGI or RSS Feed might be new terms for you. In this activity, you will go on a quest to locate several websites that provide definitions of Internet and technology terms. Try searching for "Internet and web jargon" or "basic computer concepts." See what you come up with.

Once you have located some sites you consider excellent, share your findings with your peers on the message board. Bookmark these sites for later use. Remember, technology is constantly evolving, and new terms pop up every day. It is impossible to know them all. Having a resource to go to will help you keep informed about ever-changing technology jargon.

Classroom Applications of Technology

Read chapter 13 in Introduction to Teaching: Becoming a Professional. In your notebook, respond to the following questions:

- Which view of technology (hardware or process) is more prevalent in schools?
- Why is this the case?
- What could be done to improve the balance between the two?

Using the organizer on page 431 of Introduction to Teaching: Becoming a Professional, develop a matrix to better understand classroom applications of technology. The following is an example of how your matrix could look:

<table>
<thead>
<tr>
<th>Description</th>
<th>Support Instruction</th>
<th>Deliver Instruction</th>
<th>Tech Problem Solving</th>
<th>Word Processing</th>
<th>Accommodations</th>
<th>Use Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review the case study under the heading "Tutorials" presented on page 418 in *Introduction to Teaching: Becoming a Professional*. Then read about simulations on page 420 of *Introduction to Teaching: Becoming a Professional*. Recall from the case study Lisa's tutorial program to teach her students how to make changes. How might she adapt her work to make it more realistic by reformatting it into a simulation? Record your reflections in your notebook for future reference.

**The Internet as a Communication and Instructional Tool**

Review "The Internet as a Communication and Instructional Tool" on pages 424-426 of *Introduction to Teaching: Becoming a Professional*. Consider the following questions:

- What is one advantage of a chat room over a bulletin board? What is one disadvantage?
- Should Internet filtering occur at the national or local level? Why?

Create a table (similar to the one below) to assess your ability to use appropriate software for educational tasks. Think outside of the box (i.e., think of more than one way):

<table>
<thead>
<tr>
<th>Duties</th>
<th>Most Efficient Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing instructional materials</td>
<td></td>
</tr>
<tr>
<td>Assessing student learning</td>
<td></td>
</tr>
<tr>
<td>Maintaining student records</td>
<td></td>
</tr>
<tr>
<td>Communicating with parents</td>
<td></td>
</tr>
</tbody>
</table>

**Self-Assessment for Chapter 13**

URL: [http://www.prenhall.com/kauchak](http://www.prenhall.com/kauchak)

Take the self-assessment for chapter 13 of *Introduction to Teaching: Becoming a Professional*. Access the self-assessment by following these instructions:

1. Go to the Kauchak Gateway website, and click on the book cover for the third edition of *Introduction to Teaching: Becoming a Professional*.
2. Access chapter 13 from the drop-down menu near the top of the page.
3. Choose "Self Assessment" from the menu on the left-hand area of the screen.
4. Take the quiz and view your results.

If you scored above 80%, congratulations! You have mastered the material in this section. If you scored below 80%, please review the material associated with your incorrect responses and retake the self-assessment.

**Technology Aptitude**

URLs:

**Atomic Learning**
[http://www.atomiclearning.com](http://www.atomiclearning.com)
Atomic Learning for Windows XP Users  

Atomic Learning for Windows Vista Users  

Atomic Learning for Mac Users  

For this activity, you will be taking a self-assessment. Navigate to the Atomic Learning web site at the URL listed above and log in using your credentials.

Once you have logged in to Atomic Learning, you will see a menu bar across the top. Click on the "Extras" menu and go down to the "Self-Assessment" link. The self-assessment has five categories: text, numbers, images, sounds and video. You will be assessing your skills from the "collecting" to "communicating" categories. As an educator, it is important for you to be confident with all of these technology skills.

As you take the self-assessment, think about which technological tools you would need to use to perform specific tasks. For example, in the "images" section of the self-assessment, you will need to determine whether or not you are able to "manipulate digital images to create and clarify meaning." What tool would you use to do that? When, as a teacher, would you need to be able to do that?

The rest of this activity will point you toward resources that will help you hone your skills and move from collecting to communication. The first step in becoming technologically proficient is to get familiar with your computer. Whether you use a Windows-based machine or Mac, Atomic Learning has tutorials for the "basics" for all computer users. Before you continue, make sure to verify that you are logged in to your Atomic Learning account. If you are not, the tutorials will show a "locked" icon and you will not be able to play them. To verify you are logged in, look at the top of your screen on the right hand side. It will say "you are not logged in" if you are not logged in. Click the "Log in" link to log in.

If your computer uses Windows XP, access the URL listed above for the Windows XP users. This will take you to the very first lesson for Windows XP. The tutorial playlist is organized into the following categories:

- Very Basic
- Desktop Basics
- Working with Windows
- My Computer
- Control Panels
- Working with Wizards
- Internet Options
- Handy Things to Know
Click on the "Tutorial Playlist" and work through each video in each category that you think will help you improve your skills.

If your computer uses Windows Vista, you can use the Windows XP tutorials for Windows Vista as well; much of the functionality between the two is the same. To learn more basics about the Windows Vista operating system, visit the URL listed above for Windows Vista users. This tutorial playlist includes new features in Windows Vista and Windows Updates in Windows Vista.

If you use a Mac, visit the URL listed above for Mac users. This tutorial playlist is organized into the following categories:

- The dock
- View options
- Desktop options
- Dashboard
- Time machine
- Preview
- Accounts and controls
- Mail
- iChat

Click on the "Tutorial Playlist" and work through each video in each category that you think will help you improve your skills.

FSA4 or FSA5 Tasks 601.4.4-04 and 601.4.4-05

**URL:** [http://www.taskstream.com](http://www.taskstream.com)

*Note: This task is for students enrolled in PCE v4 0305 or PCE v5 0305 only. Students enrolled in v4 1209 or v5 1209 should proceed to the next activity without completing this task.*

To complete performance task 601.4.4-04, download a free MP3 (music) player from the Internet; the task contains links to players for Windows-based and Macintosh machines, but you may already have those on your computer. If so, search the Internet for free MP3 players, and you will find many. You must then play an MP3 (music) file. The provided "MP3" file in the task is actually a Windows Media Audio file that will play on a downloaded music player.

To complete performance task 601.4.4-05, you will upload a minimum of three separate files for this activity ("Save as a .jpg", "Save as a .wav", "Save as an .rtf"). When you choose "File" > "Save As," a new window will pop up. At the bottom of the window, enter the file name. Under that box is "File Type" where you choose the type of file, such as *.rtf or *.jpg.

Check your assignment using the included rubric before submitting it.

*Note: As you look at your assignment and the rubric aspects, ask yourself, "Have I included all required information?", "Is my information accurate?", "Is there any part of the task that I could..."
improve before submitting my work?

Submit your task.

**Computer Input Devices**

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this one.*


You will need access to at least three of the following four input devices:

- Mouse
- Microphone
- Scanner
- Digital camera

*Note: Many computers come with peripheral microphones or built-in microphones. Inexpensive microphones can be purchased for under $15 at electronics stores. You may use another person's digital camera. For access to a scanner, check with your local library, copy center, or school.*

Use at least three of the following four devices as specified. Complete the activities below for the three devices you selected.

A. Mouse

1. Create your signature using the paint or draw tools of a computer paint program.
2. Add at least four artistic details (e.g., differing lines and shapes, use of tools) around your signature.
3. Save the file as a JPEG (*.jpg).

B. Microphone*

1. Using sound-recorder software on your computer, record yourself explaining the process of how you recorded your voice.
2. Include your full name in the recording.
3. Replay the recording to ensure that your voice can be clearly heard. Rerecord your explanation if there are problems with differing volumes, static, or other sound distractions.
4. Save the file as a *.wav or *.wma file.

* Note: There is a really great piece of free recording software available called "Audacity." Your Atomic Learning account has tutorials that explain how to download, install, and use this software. It would make a great addition to your teacher tools repository. You can get to the tutorials at the URL listed above.
C. Digital Camera

1. Take a picture of yourself completing one of the other tasks in this activity. Use the lowest resolution possible to ensure a small file size.
2. Download the picture from the camera to your computer and save it as a JPEG (*.jpg) file.

D. Scanner

1. Clearly sign your name across the front-page banner (showing the date) of your local newspaper.
2. Scan the document. Use the lowest resolution for a smaller file size. You can crop the image to show only the signature and banner to ensure that the image is clear.
3. Save the image as a JPEG (*.jpg) file.

Make notes about what you learned and any difficulties that you had completing the above activities. If you had any difficulty with this activity, consult with the course instructor about other resources to help you with your computer skills.

FSA4 or FSA5 Task 601.4.4-10 Communication Skills Using Technology

URL: http://taskstream.com

Note: The topics assigned to you in the task are intentionally broad so you can find a specific subtopic that is based on your interests.

Access performance task 601.4.4-10 in TaskStream. Narrow your topic and write a general learning objective. Although you have not formally learned how to write learning objectives, you need to think about what you want students to learn from the lesson you are going to select. Identify the grade level for the lesson you will develop for this task.

Conduct a search to find specific multimedia materials that you might use if you were really going to teach the lesson on multiculturalism, fine arts in math, the solar system, or a study of war. Look in bookstores, online educational materials catalogs, workbooks, personal artifacts, etc.

Make certain you have found at least one multimedia item from each of the listed categories that would be appropriate to incorporate in your lesson.

Think about how you would incorporate each of the multimedia materials into your lesson. Write a script that includes directions to students about the topic and indicates where and how you would include each multimedia item in the lesson. For your script you are to write exactly what you would say to the students. Throughout the script, indicate when you will use each piece of media.

You do not write a lesson plan for this task.
Make a materials list that includes the following:

- All of the multimedia materials you have incorporated in the lesson
- A short description of each of the materials
- The source of the materials (use correct APA formatting to list the materials)

Do you need help with APA formatting? Use the *Publication Manual of the American Psychological Association*, one of the required texts for this course of study.

Follow the directions in the task to complete the assessment. Check your assignment using the included rubric before submitting it.

*Note: As you look at your assignment and the rubric aspects, ask yourself, "Have I included all required information?", "Is my information accurate?", "Is there any part of the task that I could improve before submitting my work?*

Submit your task.

**Conclusion**

Congratulations on completing all of the subjects for Schools and Society! As you know, Schools and Society includes a broad range of topics in education. You have studied educational theories, famous innovators in the history of education, legal rights and responsibilities of teachers, keys to successful communication, research fundamentals, technology tips for educators, and teaching standards.

**Transfer and Application**

You will draw on the knowledge that you have gained in Schools and Society as you progress through the rest of the Foundations of Teaching (FOT) Domain and the remainder of your program at WGU. Your knowledge of these topics and how they relate to each other will be beneficial as you continue in FOT. Try to connect Schools and Society material to other subdomains in FOT. For example, the communication skills covered in this course of study will influence your approach to the Diversity and Inclusion Course of Study. As you work through the remaining subdomains in Foundations of Teaching, try to make these connections among the subdomains to help you retain the knowledge and understanding about the interrelatedness of the material.

**Next Steps**

As soon as you have passed the FSA4/5 assessment, you are ready to progress to the next subdomain in Foundations of Teaching, Human Development and Learning (FHA4/5). Remember that you will need to maintain your notes and refer back to them and this course of study as you prepare for the comprehensive FTC4/5 objective assessment. Best wishes as you continue on to your next step in your educational journey: Human Development and Learning (FHA4/5)!

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and
other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you requests them through your Degree Plan and your mentor approves your request.

FSA4 Task 601.4.4-04

FSA4 Task 601.4.4-05

FSA4 Task 601.4.4-10

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback]

ADA 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). ADA Support 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 ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities]