This course supports the assessments for FST4. The course covers 7 competencies and represents 3 competency units.

**Introduction**

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

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?

The Schools and Society Course of Study 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!

Watch the following video for an introduction to this course:

**Competencies**
This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 601.4.1: Communication Skills**
  The graduate recognizes and uses a range of conventions in both spoken and written English.

- **Competency 601.4.2: Communication with Families**
  The graduate understands how to communicate effectively with parents and families.

- **Competency 601.4.3: Research**
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

- **Competency 601.4.4: 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 601.4.5: 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 601.4.6: Legal Rights and Responsibilities
  The graduate understands and knows how to implement laws related to the teaching profession.

- Competency 601.4.7: 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.

**Pacing Guide**
To maximize your preparation for this course, access and follow the Foundations of Teaching: Schools and Society Pacing Guide. This guide will provide a simplified breakdown of the workload required for successful completion of this course.

- **Foundations of Teaching: Schools and Society Pacing Guide**
  Note: This pacing guide does not replace the course; please continue to refer to the course for a comprehensive list of the resources and activities.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Mentor Assistance**
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!

**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 exam as soon as they have passed the mathematics and language arts assessments of their program.

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 exam requirement.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

ASCD

You will access ASCD materials at the activity level within this course of study. These courses are an online independent study learning resource provided by the Association for Supervision and Curriculum Development (ASCD).

Lynda.com

WGU students have open access to the complete Lynda.com library of training videos. This resource can be used to help you become more comfortable with technology, such as Microsoft Office applications, software programs, and e-mail, in order to provide supplemental learning tools for your WGU courses. To access the main search page, click the link below.

- Lynda.com Video Library

Other Learning Resources

You will use the following learning resources for this course.

APA Formatting with Purdue OWL

Successful completion of this course requires an understanding and application of proper APA formatting. Please review the Purdue OWL APA Formatting and Style Guide for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the Publication Manual of the American Psychological Association at your own expense.

WGU Library E-Reserves

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. For instructions on how to access WGU Library E-Reserves, see the "Accessing WGU Library E-Reserves" page.
Starting Your Research WGU Library Guide
You will access this research guide in the activities of this course. Please review the Starting Your Research guide for help with finding a topic and using the library.

Foundations of Teaching-Schools and Society Learning Community

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- Pacing Guide: Foundations of Teaching: Schools and Society

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Contact a Course Mentor
Please use your course mentors’ “book me” pages to find time to work with a course mentor, or just give them a call at their WGU extension. We have course mentors available 6 days a week.

- Course Mentor Office Hours and Contact Information

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.

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.

This topic addresses the following competencies:

- Competency 601.4.5: 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 601.4.7: 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
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).*

<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.

**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.

This topic addresses the following competencies:

- **Competency 601.4.5: 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 601.4.7: 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.

Innovators in Education

Read the following article:

- "Innovators"

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 Foundations of Teaching-Schools and Society Learning Community discussion 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.

This topic addresses the following competencies:

- Competency 601.4.5: 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 601.4.7: 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.

Compare and Contrast Schooling in the Colonies

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 colonies, middle colonies, and Southern colonies.

A Primer on America's Schools 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.

<table>
<thead>
<tr>
<th></th>
<th>New England Colonies</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td></td>
<td></td>
<td>Private tutors, private schools, boarding schools</td>
</tr>
<tr>
<td>Educational Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Teach religion,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

This topic addresses the following competencies:

- Competency 601.4.7: 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.

Latin Grammar Schools

Read the following webpage and consider the influence that Latin grammar schools had on public education:

- "Latin Grammar Schools"

Record your thoughts in your notebook.

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.

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.

This topic addresses the following competencies:

- Competency 601.4.6: Legal Rights and Responsibilities
  The graduate understands and knows how to implement laws related to the teaching
In Loco Parentis

Review the following chapter in *Public School Law: Teachers’ and Students’ Rights* in the WGU Library E-Reserves.

- chapter 13

*In loco parentis* means that teachers take the place of parents or guardians 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. Provide an example for each of the 10 steps. The following 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>

**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.

**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.

This topic addresses the following competencies:

- Competency 601.4.6: Legal Rights and Responsibilities
  - The graduate understands and knows how to implement laws related to the teaching profession.

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

Read the following web page:

- [Family Educational Right to Privacy Act (FERPA)](#)

The Buckley Amendment includes two elements. First, it establishes the right for students or their parents or guardians to see the student's educational files. 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?

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.

**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.

This topic addresses the following competencies:

- **Competency 601.4.3: Research**
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

**Locating and Gathering Information for Research**

First, go to the [Starting Your Research](#) website.

1. Read the following sections on the Home tab:
   - Finding a Topic
   - Tools for Gathering and Developing Ideas

2. On the Find Articles tab, read the directions about how to search the WGU library.

Next, watch the following videos:
Do a search on a topic of your choice using the Research Databases search box located on the WGU Library homepage. Locate an article of interest, and apply the evaluation criteria used in the WGU Channel video "Academic Research Evaluating Sources". Was the article you located scholarly? Would it be considered a good source for a research project? Post about your experience in the Community 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.

This topic addresses the following competencies:

- Competency 601.4.3: Research
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

### Organizing and Synthesizing

Go to [Starting Your Research](#) website. Read the info under the following tabs:

- Evaluating Your Sources
- Writing Your Paper

Consider strategies you will use to organize and synthesize the information for upcoming projects. Share these strategies with your fellow teacher candidates in the Foundations of Teaching-Schools and Society Learning Community 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.

This topic addresses the following competencies:

- Competency 601.4.3: Research
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

Go to [Starting Your Research](#) and read the following section:
Citation and Formatting
Avoiding Plagiarism

Access the Purdue OWL APA Formatting and Style Guide to learn more about crediting sources.

Access the following video to watch how to create correct APA formatting when writing a research paper:

"APA Formatting"

After completing your reading, 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.

This topic addresses the following competencies:

- Competency 601.4.3: Research
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

Research Methods

For this activity, you will find 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

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 the following headers for your table:

- types of research
- methods used
- desired outcomes
Distinguish between primary and secondary research, and share what you have learned about them in the Foundations of Teaching-Schools and Society Learning Community 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.

This topic addresses the following competencies:

- Competency 601.4.3: Research
  The graduate engages in research activities (e.g., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).

**Developing a Thesis Statement**

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

Starting Your Research discusses thesis statements. Practice writing thesis statements. Discuss any problems you have in developing thesis or problem statements in the Foundations of Teaching-Schools and Society Learning Community 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 or guardians.

The ability to communicate effectively is an important part of teaching.

**Home and School Collaboration, Part 1**

Collaboration with parents or guardians is essential to student success. As you work through this topic, you will learn how to effectively communicate with parents, guardians, and families.

This topic addresses the following competencies:

- Competency 601.4.1: Communication Skills
  The graduate recognizes and uses a range of conventions in both spoken and written English.
- Competency 601.4.2: Communication with Families
The graduate understands how to communicate effectively with parents and families.

**Communication and Effective Listening**

Read the following chapter in *Communication for the Classroom Teacher* in the WGU Library E-Reserves:

- chapter 2

Communication is key to success in the classroom. Multiple strategies 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. Search terms have been provided for each category of communication listed below to help you to find 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 Foundations of Teaching-Schools and Society Learning 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 (e.g. a student, your child, a co-worker, an employee) 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**

For this activity, watch one of the following videos. Select the video title appropriate for the level of your program:

Elementary: Video title: "Planning to Promote Socially Appropriate Behavior"

[https://lrps.wgu.edu/provision/34046375](https://lrps.wgu.edu/provision/34046375)

Secondary: Video title: "Traditional Teacher Evaluation"
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 Foundations of Teaching-Schools and Society Learning Community discussion thread "Active Listening." In addition, find another student's GRP responses and comment on his or her reflection.

Communication Strategies

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

This topic addresses the following competencies:

- Competency 601.4.1: Communication Skills
  The graduate recognizes and uses a range of conventions in both spoken and written English.
- Competency 601.4.2: Communication with Families
  The graduate understands how to communicate effectively with parents and families.

ASCD Parents as Partners in Schools

Complete the following course from ASCD:

- Parents as Partners in Schooling: For Teachers

This course includes six 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 and guardians in the student's educational program? As you work through this topic, you will learn the importance of partnering with
parents and guardians.

This topic addresses the following competencies:

- **Competency 601.4.1: Communication Skills**
  The graduate recognizes and uses a range of conventions in both spoken and written English.
- **Competency 601.4.2: Communication with Families**
  The graduate understands how to communicate effectively with parents and families.

**Parents and Guardians as Partners**

Read the following article:

- "**Communicating With Parents**"

Read the following pages of *School, Family, and Community Partnerships* in the WGU Library E-Reserves:

- pages 34-36
- pages 407-408

Please respond to the following questions and share your responses with your fellow teacher candidates in the Foundations of Teaching-Schools and Society Learning Community 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 and guardians likely to be more or less involved in children's schools than high-SES parents and guardians? Why?
- Identify at least two things teachers could do to help parents and guardians work with students more effectively on homework and other academic activities. How can teachers accommodate working or single parents or guardians? Think outside of the box on this one.

**Task 601.4.2-01, 03 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Schools and Society: Task 601.4.2-01, 03

For details about this performance assessment, see the "Assessment" tab in this course.

**Educational Jargon**

What is *educational jargon*? How do teachers avoid using it when talking with parents and guardians? As you work through this topic, you will learn to improve communication with families by avoiding educational jargon.
This topic addresses the following competencies:

- Competency 601.4.1: Communication Skills
  The graduate recognizes and uses a range of conventions in both spoken and written English.
- Competency 601.4.2: Communication with Families
  The graduate understands how to communicate effectively with parents and families.

**Avoid the Educational Jargon**

Read the following article:

- "Hiding Behind Education Jargon"

Every profession has its own language and jargon. How can you as a teacher make certain that your communications with parents and guardians are not hampered by the use of educational jargon? Record your thoughts in your notebook.

**Parent and Guardian Participation**

Review the following chapter in *Communication for the Classroom Teacher* in the WGU Library E-Reserves:

- chapter 2

Discuss the challenges of getting parents and guardians 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 Foundations of Teaching-Schools and Society Learning Community discussion thread "Parent-Teacher Conferences."

**Vocabulary for Classroom Communication**

Review the chapters in *Communication for the Classroom Teacher* in the WGU Library E-Reserves:

- chapter 2

Define the following terms. Use your best learning strategy (flashcards, vocabulary list, audio file, Study Stack) to master these terms:

- 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

**Technology**

New technologies are expanding modes of instruction and giving teachers new options for 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.

This topic addresses the following competencies:

- Competency 601.4.4: 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.

**Technology Vocabulary**

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

- assistive technology
- e-mail
- simulation
- bulletin board
- hypermedia
- software
- chat room
- icon
- spreadsheet program
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. Search for a few web sites 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 a few good sites, share your findings with your peers on the Foundations of Teaching-Schools and Society Learning Community 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 stay informed about ever-changing technology jargon.

Self-Assessment for Chapter 13

Take the self-assessment for chapter 13 of Introduction to Teaching: Becoming a Professional. 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 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.

Computer Input Devices

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 at electronics stores. You may use another person's digital*
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 *.jpg file.

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: Audacity is free recording software. Atomic Learning has tutorials that explain how to download, install, and use this software. Consider adding this software to your teacher tools repository.

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 *.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 *.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 mentor about other resources to help you with your computer skills.

**Task 601.4.4-10 Performance Task**

Complete the following task in TaskStream:
FOT PCE: Schools and Society: Task 601.4-10

For details about this performance assessment, see the "Assessment" tab in this course.

The topics in the task are intentionally broad so that you can choose a specific subtopic that interests you. 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.

When choosing materials for this task, look for specific multimedia materials that you might use if you were actually going to teach the lesson. Look in bookstores, online educational materials catalogs, workbooks, personal artifacts, etc.

**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, student achievement standards, etc.).

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

**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.

This topic addresses the following competencies:

- Competency 601.4.5: 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).

**No Child Left Behind**

Review the following multimedia presentation:

- [Standards and Assessments](#)

Reflect on these policies. Record your thoughts in your notebook.

**Task 601.4.5-02, 03, 04 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Schools and Society: Task 601.4.5-02, 03, 04

For details about this performance assessment, see the "Assessment" tab in this course.
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. State education websites are sometimes difficult to navigate. Click and explore links like "Curriculum and Instruction," "Standards and Accountability," "For Teachers," "School Reform," specific subject links, "Testing," "Quick Links," "Teacher Certification," "Legislation," "Laws and Rules," and "Becoming a Teacher."

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 should explore the standards of 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 assessment using the included rubric before submitting.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**The WGU Library**

The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

*Note: To download this video, right-click the following link and choose "Save as...":* [download](#) video.

Searching the WGU library

*Note: To download this video, right-click the following link and choose "Save as...":* [download](#) video.

**Center for Writing Excellence: The WGU Writing Center**
If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

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

Accessibility Policy

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

- Policies and Procedures for Students with Disabilities