This course supports the assessment for FTC4. The course covers 33 competencies and represents 6 competency units.

**Introduction**

**Overview**
Welcome to Foundations of Teaching Practice Integration. This is the final assessment in Foundations of Teaching. This course will be a review of the competencies covered in the five subdomains in Foundations of Teaching that you have already completed. The learning activities below will help you integrate and relate the competencies to real-world application.

You may be asking why you are here when you have already completed the five Foundations of Teaching subdomains. Why do you need to review these areas again? Foundations of Teaching Practice Integration synthesizes the material that you have already completed in the courses for each of the five Foundations of Teaching subdomains: Schools and Society, Human Development and Learning, Diversity and Inclusion, Classroom Management, and Testing. Integration is the key word here. Until now you have studied each of these areas separately. The reality is that in the classroom, these five areas do not exist independently of each other. Now you will begin to look at the material that you have already mastered in terms of how it is applied in the classroom. For example, diversity issues will influence how you construct tests or manage your classroom.

Watch the following video for an introduction to this course:

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

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

**Competencies**
This course provides guidance to help you demonstrate the following 33 competencies:

- **Competency 601.1.1: Assessment Concepts**
  The graduate describes the importance, reasons, and methods for assessing students.

- **Competency 601.1.2: Measurement Knowledge**
  The graduate understands measurement and testing issues relevant to classroom instruction.

- **Competency 601.2.1: Cognitive Development**
  The graduate describes cognitive development theory and forms of cognitive knowledge.
Competency 601.2.2: Physical Development
The graduate understands general issues related to physical development.

Competency 601.2.3: Personality and Emotional Development
The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

Competency 601.2.4: Atypical Development
The graduate explains atypical stages of development.

Competency 601.2.5: External Influences on Development
The graduate knows common influences on growth and development (e.g., organic causes, sociocultural factors, and socioeconomic factors).

Competency 601.2.6: Learning Theory and Conditions of Learning
The graduate describes how learners construct knowledge and acquire and retain skills.

Competency 601.2.7: Influences on Instruction and Learning
The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.

Competency 601.2.8: Thinking and Problem Solving
The graduate develops and promotes higher-order thinking skills in students.

Competency 601.3.1: Exceptionalities
The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

Competency 601.3.2: Legal Rights of Students With Disabilities
The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance
The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

Competency 601.3.4: English Language Learners
The graduate understands the special learning needs of English language learners and describes methods and strategies to address student language learning needs.

Competency 601.3.5: At-Risk Factors
The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

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 teaching 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.

- **Competency 601.5.1: Classroom Organization**
  The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

- **Competency 601.5.2: Social Environment**
  The graduate learns about students and establishes a risk-free environment where students are encouraged through equitable treatment and positive reinforcement feedback to express interests, set goals, make choices, produce quality work, self-evaluate, and reflect.

- **Competency 601.5.3: Positive Interaction**
  The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.

- **Competency 601.5.4: Socialization**
  The graduate models appropriate social skills and teaches students to work productively and cooperatively.

- **Competency 601.5.5: Dispositions**
  The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.

- **Competency 601.5.7: Classroom Management Systems**
  The graduate establishes and manages systems to manage classroom behavior.

- **Competency 601.5.8: Routines**
  The graduate teaches procedures for carrying out recurring activities with individuals and whole groups.

- **Competency 601.5.10: Strengthening Desirable Behavior**
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.

- **Competency 601.5.11: Student Engagement and Motivation**
  The graduate elicits and maintains high levels of active engagement and motivation from all students during teacher led and independent academic instruction.

- **Competency 601.5.12: Weakening Undesirable Behavior**
  The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

- **Competency 601.5.13: Conflict Resolution**
  The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.

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

**Course Instructor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors 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 instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors 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 instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**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.

There may be some references to No Child Left Behind (NCLB) in the learning resources used with this course. Please be aware that, in December 2015, President Barack Obama signed the Every Student Succeeds Act, or ESSA. This new act replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA).

For more information:

- [Fact sheet on ESEA](#)
- [ESEA now referred to as the ESSA](#)
- [Webinar recording](#)
- [Transition Letter](#)

**Manually Enrolled Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.
E Learning Creations
Check to ensure you are enrolled in E Learning Creations.

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.

VitalSource E-Texts
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


Notes: Video Links in the Special Education in Contemporary Society text are disabled in this e-text edition and can be skipped for this course. These e-texts are available to you as part of your program tuition and fees, but you may purchase a hard copy at your own expense through VitalSource or a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition. The following sites provide instruction on how to create a VitalSource account, use features such as downloading your e-texts for offline use, and purchase a print-on-demand option, if available.

VitalSource Navigational Video
Print-On-Demand Option
Ebook Central E-Books
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Teachscape
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.

Other Learning Resources
You will use the following learning resources for this course.

WGU Library E-Reserves
This course 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.

The following e-reserve materials will be used in this course:


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.

Week 1

- Schools and Society: The History of Education
- Communication Among Home, School, and Communities
- Testing and Accommodations
- Teacher Rights and Responsibilities

Week 2
- Cultural Awareness, Understanding, and Acceptance
- Research Basics
- Technology

Week 3

- Testing Part 1
- Systematic Assessment and Theories of Learning
- Testing Part 2

Week 4

- Human Development and Learning, Part 1
- Diversity and Inclusion, Part 1
- Human Development and Learning, Part II

Week 5

- Diversity and Inclusion, Part II
- Schools and Society

Week 6

- Classroom Management

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 Instructor**
Use our booking page to find time to meet with a course instructor.

Schedule an appointment with a course instructor [here](#):

**Schools and Society**

The activities associated with this subject will lead you to review historical and philosophical foundations of learning, the early practices and theories that influenced education as we know it today, and the contributions of educational innovators who have made an impact on education.

The content for this subject was covered in the Schools and Society course, which you completed earlier in Foundations of Teaching. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Educational History**
You will review major innovators and significant factors in educational history. What have been significant events as education evolves? Who has made the most important contributions to
education in the United States? It is important to understand how our educational system has evolved to the present day.

This topic addresses the following competency:

- **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.

**Timeline of Educational History and Innovators**

Read the following chapter in *A Primer on America's School* to learn about educational innovators, types of schools that have been used in the past and significant factors in educational history:

- **chapter 1 ("American Traditions of Education: Diane Ravitch")**

View the following websites to read about two more educational innovators, Maria Montessori and John Dewey, and their important contributions to education.

- **Dr. Montessori: A Historical Perspective**
- **Internet Encyclopedia of Philosophy: John Dewey**

Create a timeline that includes the major innovators and their contributions, types of schools, and the most significant factors in educational history that have shaped schools as we know them today. In your journal/notebook, reflect on the following question: What and who do you think have been the most important of these?

**Today's Public School System**

Read the following in *Introduction to Teaching: Becoming a Professional* in order to learn about the current structure of our public school system:

- **chapter 7 ("The Organization of American Schools")**

**Communication Between Home, School, and Communities**

In this section you will review effective communication strategies for use with administrators, colleagues, and parents as it is a vital part of teaching. You will also reflect on the role of the school in the community.

The ability to communicate effectively with administrators, colleagues, and parents will be an important part of teaching. The content for this subject was covered in the Schools and Society course you completed earlier in Foundations of Teaching. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.
Home/School Communication
Review and practice strategies for effective communication between school and home. Why is it important for teachers to communicate with parents? How can teachers effectively communicate about student progress and plans to use community resources? Effective communication with home will help keep parents involved in their children's education.

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.

- **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.

First Letter Home

Read the following in *Communication for the Classroom Teacher*:

- chapter 2

This chapter can be found in the [WGU Library E-Reserves](https://library.wgu.edu). You can access your readings by searching using the course code.

Review "[Hiding Behind Educational Jargon](https:)

Write a letter that could be used as your first letter home to parents in the beginning of a school year, making sure to avoid educational jargon that might stand in the way of effective communication. Include your plans on how you will keep communication open between school and home during the school year. In addition, tell the parents/caregivers about your specific plans for working within the greater community. For instance, how will you be tapping into the resources in your community? You can choose the grade level of your students and include that information in the letter.

Testing and Accommodations

The activities associated with this subject will allow students to review the importance of making accommodations in assessment and following proper ethical procedures in testing, making sure assessments are valid, reliable, and free of bias. IEP requirements will also be reviewed.

Teachers have a responsibility to make certain that assessments are planned, used, interpreted, and communicated in a way that protects students and results in valid and reliable information. Most of the content for this subject was covered in the Testing course you completed earlier in the Foundations of Teaching domain. If you struggle with particular
concepts in the activities that follow, you may need to review the same competency in that course.

**Testing Accommodations**

Teacher candidates will review testing accommodations, ethical procedures, and Individualized Education Plan (IEP) requirements that are important for classroom teachers to know. Why is it important to make accommodations for special needs students who have been identified with learning disabilities (e.g. reading disability-dyslexia, writing disability-dysgraphia, math disability, behavioral disability, etc.)? What issues occur when making such accommodations? Today’s teacher needs to know the answers to these questions and be prepared to address IEP requirements.

This topic addresses the following competencies:

- **Competency 601.1.2: Measurement Knowledge**
  The graduate understands measurement and testing issues relevant to classroom instruction.

- **Competency 601.3.2: Legal Rights of Students With Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

**Special Education Interview**

Review "Standards for Teacher Competence in Educational Assessment of Students."

Review the following in *Measurement and Assessment in Teaching*:

- "Inclusion of all Students" on pages 9-10 in chapter 1 ("Educational Testing and Assessment: Context, Issues, and Trends")
- "General Principles of Assessment" on pages 29-31 in chapter 2 ("The Role of Measurement and Assessment in Teaching")

Also read the following in *Special Education in Contemporary Society*

- pages 48-51 of chapter 2 ("Policies, Practices, and Programs")

Interview an elementary or special education teacher regarding accommodations, ethical procedures, and IEP requirements. Ask the teacher to share why accommodations are important, problems that occur in making accommodations, ethical procedures that are followed in assessment (particularly where standardized testing is concerned), and common IEP requirements.

*Note: If you are unable to meet with a teacher for an interview, go to Teach California for a virtual interview with a teacher. Click on the link and select a teacher who teaches special education. Try to obtain information regarding accommodations, ethical procedures, and IEP requirements in these virtual interviews as well. Take notes in your journal/notebook. Become familiar with how standards such as the Common Core affect student assessment by*
accessing: http://www.corestandards.org/.

Teacher Rights and Responsibilities

You will review your rights and responsibilities as members of the education profession.

Teachers need to understand their rights and responsibilities as members of the education profession. Review the legal rights and responsibilities of teachers including those outlined by the 1st, 4th, 8th, and 10th amendments, FERPA, and copyright laws. The content for this subject was covered in the Schools and Society Course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

School Law

You will review components of school law regarding your rights and responsibilities, copyright laws, and laws regarding negligence. What laws apply to a teacher's professional practice? What are the boundaries? What guidelines and responsibilities should be communicated to substitute teachers? The answers to these questions will be addressed by the readings and activities here.

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.

- **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.

Substitute Safety Guide

Review the following in *Introduction to Teaching: Becoming a Professional*:

- chapter 1 ("Do I Want to Be a Teacher?")
- chapter 9 ("School Law: Ethical and Legal Influences on Teaching")

Review the following in *Public School Law: Teachers' and Students' Rights*.
These chapters can be found in the WGU Library E-Reserves. You can access your readings by searching using the course code.

- chapter 3 ("School Attendance and Instructional Issues"), pages 67-80 and 96-106
- chapter 13 ("Tort Liability"), pages 468-480

Review "K-12 Copyright Laws: Primer for Teachers."

In your journal/notebook, develop a guide for the substitute teacher who will be substituting for your class. Be sure to give the grade level on the top of your guide. Explain the substitute
teacher’s legal responsibilities in terms of safety in the classroom, lab, outside, and so forth. In addition, leave them a list of what not to do regarding copying material for your classroom (think copyright laws).

Cultural Awareness, Understanding, and Acceptance

In this section you will review the concepts of cultural awareness, cultural differences, and the need to be culturally responsive and appreciative of diversity.

The terms diversity and culture entail a variety of interpretations that can lead to misconceptions if used inappropriately. Teachers need to understand cultural differences, develop curriculum that is culturally responsive, and make a personal commitment to appreciating diversity.

Culturally Sensitive Communication

You will review communication practices that are culturally sensitive. What issues are prevalent when communicating with families whose first language is not English? Why is it important to be culturally sensitive when communicating with students’ families? Look for real-world examples as you begin to assemble your own strategies for culturally sensitive communication.

This topic addresses the following competencies:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

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

Cultural Sensitivity

Review the following in *Introduction to Teaching: Becoming a Professional*:

- pages 74-86 in chapter 3 ("Helping Diverse Learners Succeed in Today’s Classrooms")

Access and review the following in *Communication for the Classroom Teacher*:

- chapter 2

This chapter can be found in the WGU Library E-Reserves. You can access your readings by searching using the course code.

Review in *Multicultural Education in a Pluralistic Society*:

- chapter 2 ("Ethnicity and Race")
After reviewing the resources, complete at least one of the following (making notes in your journal/notebook):

Interview an adult whose native language is not English. Find out about the challenges that this individual has faced both culturally and linguistically. It would be especially interesting if this adult has children in the school system to find out about the challenges of communication between home and school.

Formulate your thoughts on the importance of cultural sensitivity and communication with ELL families. Consider pitfalls to avoid, and ideas about how to enhance communication with all families.

**Research Basics**

In this section you will review topics in basic research to writing, allowing you to 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 essential prerequisites for completing performance assessments.

**Research Fundamentals**

You will review primary and secondary sources and types of research. What is the difference between primary and secondary sources? Why is it important to make that distinction? How does that affect research? As a teacher, you will need to be familiar with these secondary sources in order to conduct valid research as you prepare material for instruction.

This topic addresses the following competency:

**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 Matters**

Review the following webpage:

- "Primary and Secondary Sources for the Humanities and Social Sciences"

Visit the Purdue OWL site and choose "Research and Citation" from the menu. A page will open with several subheadings and short explanations. Click on the subheadings to learn more about each one. Explain in writing to a fellow student the difference between primary and secondary sources. Provide examples of each.

**Technology**

You will review the general characteristics and uses of technology and the functions and
appropriate uses of common computer hardware and media devices to enrich learning opportunities and uses of computer software applications.

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

**Technology in Education**

You will review technology vocabulary, system components, and software applications relating to the classroom. Use of technology is rapidly evolving. New software and hardware products come on the market every day. How can teachers use technology to enhance classroom instruction? The basics are covered here. Teachers need to keep informed on the rapid changes taking place in classroom technology use.

This topic addresses the following competency:

**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 Review**

Review the flashcards you created at [Study Stack](#) to help you with technology terms.

- assistive technology
- e-mail
- simulation
- bulletin board
- hypermedia
- software
- chat room
- icon
- spreadsheet program
- computer literacy
- instructional technology
- tutorial
- database program
- Internet
- URL
- distance education
- problem-based learning
- websites

Review the following in *Introduction to Teaching: Becoming a Professional*:

- [chapter 13 (“Technology in American Schools”)](#)

Use the following sites to review any computer system components or software applications you
need to review.

1. Downloading Software
2. Using Input Devices: Eek! A Mouse
3. Interfacing Professional Microphones to Computer Sound Cards
4. Making Fine Prints in Your Digital Darkroom
5. Digital Cameras

**Cyber Security and Awareness**

The National Cyber Security Alliance advocates for cyber security awareness programs in our schools. They recommend three key areas for schools to focus on:

- Cyber Security
- Cyber Safety
- Cyber Ethics

This topic will introduce you to these three pillars of information security and their importance in the classroom. We strongly encourage you to engage in each of the activities to help you better promote cyber safety in the classroom.

This topic addresses the following competency:

- **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.

**Cyber Security**

Cyber Security is more important than ever. Students, teachers and all types of individuals are bombarded with devices that can now access the Internet. As such, it is important to recognize the importance for cyber security in the classroom. Below is a video that helps support this theme. After viewing the video, we encourage you to write your thoughts and opinions about this subject in your journal for this course.

- **Cybercriminals**

There are multiple "videos" that you can use in your classroom that present a "fun" way to introduce safe cyber surfing practices. For example, if you are working with students in grades 7-12, this video, "Internet Safety Tips," created by kids for kids presents information about cyber security in a fun way. The great thing about the video is that students created the video as part of a contest. What a GREAT way to promote cyber security in the classroom. Why not host your own cyber security video contest?

**Free Computer Security Check-Ups**

A good start to cyber security is to ensure that your computer meets common security best practices. Below is a link which provides several avenues to receive a free computer security
check-up. Try as least one of the recommended check-ups found in the link below. Write your results in your journal. Was your computer adhering to security best practices? What issues were found, if any?

There are lots of checks you can perform on your system that will help determine how safe your cyber activities are. For example, you can check to see how "healthy" your browser is (Internet Explorer, Firefox, etc.). Navigate to this website and give it a try:

- [BrowserCheck](#)

Semantic (the company that makes Norton Anti-Virus software) provides a Security Scan free of charge:

- [Security Scan](#)

The scan will check your computer to see if its been exposed to any hackers or other online attacks. If the scan finds any vulnerabilities, it will make a recommendation for how to mitigate the problem.

**Cyber Safety**

Cyber safety is another important topic within the overall realm of cyber security. While having the latest software patches and antivirus software is important, it is only the start of cyber safety. Of all individuals, young adults and kids are most susceptible to cyber safety issues. With the proliferation of online social networks such as Facebook, Twitter, MySpace, etc. it is important for teachers and students to be aware of things to avoid and how to protect themselves online.

Follow the link below and watch the “Stop.Think.Connect” video series. After viewing these videos, we encourage you to write your thoughts and opinions about this subject in your journal.

- [Stop.Think.Connect Videos](#)

**Cyber Ethics**

Are there rules, etiquette or ethics that apply when working in cyberspace? Most schools have acceptable use policies for employees and students while connected online. However, things become a little gray when students transition from school to home. Cyberbullying is a rising trend and includes in a broad sense the use of online technologies to "bully" another.

The link below displays a short article on the topic of cyberbullying. Take a moment to read the article.

- ["Cyberbullying & Harassment"](#)

After reading the article write your response to these two questions in your journal.

1. What is cyberbullying?
2. How can cyberbullying be stopped?
Testing Part 1

The activities associated with this subject will lead you to review the importance, reasons, and methods for assessing students.

The activities associated with this subject will lead you to review the importance of reliability, validity, and assessments that are free from bias. In addition, you will review making accommodations in assessment and following proper ethical procedure in testing. The content for this subject was covered in the Testing Course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

Assessment Reliability

You will review materials and recall strategies to avoid bias in assessment items as well as strategies for building valid and reliable assessments. Why is it important to avoid bias on assessments? What strategies do teachers use to ensure that assessments do not have items that exhibit bias towards particular groups or cultures? Answers to these questions will be fundamental to successful development of the assessments you administer to your students.

This topic addresses the following competencies:

- **Competency 601.1.1: Assessment Concepts**
  The graduate describes the importance, reasons, and methods for assessing students.

- **Competency 601.1.2: Measurement Knowledge**
  The graduate understands measurement and testing issues relevant to classroom instruction.

**Assessment Reliability**

Review the following in *Measurement and Assessment in Teaching*:

- chapter 2 ("The Role of Measurement and Assessment in Teaching")
- "Fairness of Tests to Minorities and Gender Fairness" (pp. 18-21) in chapter 1 ("Educational Testing and Assessment: Context, Issues, and Trends")

Read the "Item Bias Review" by Hambleton and Rodgers (1995).

After reviewing the materials in your journal/notebook, explain why assessment is needed and what strategies you will employ to avoid bias and ensure that your assessments are valid and reliable.

**Systematic Assessment and Theories of Learning**

The activities associated with this subject will lead you to review the importance, reasons, and methods for assessing students as it relates to theories of learning.

Different kinds of assessment situations require different kinds of assessment instruments.
Teachers have an array of assessment options, so it is important to understand the characteristics and advantages and disadvantages of each kind of assessment. Assessment not only informs teachers of what students know, but it also provides feedback to teachers about the success of their planning and instructional strategies. Teachers need to understand learning theories so they can construct lessons and present information in ways that promote effective learning. The content of this subject is a review of assessment concepts, instruments, procedures, purposes, and conditions or theories of learning. The content for this subject was covered in the Testing and Human Development course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Systematic Assessment**

You will explain how systematic assessment and multiple measures of assessment are beneficial in assessing student achievement. What are the benefits of multiple measures of assessment? How should teacher knowledge of learning styles affect uses of systematic assessment? Classroom teachers should understand multiple measures of assessment and how to employ them appropriately.

This topic addresses the following competencies:

- **Competency 601.1.1: Assessment Concepts**
  The graduate describes the importance, reasons, and methods for assessing students.

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

**Systematic Assessment**

Review the following in *Measurement and Assessment in Teaching*:

- chapter 2 ("The Role of Measurement and Assessment in Teaching")

Review the following in *Educational Psychology: Theory and Practice*:

- pages 116-120 of chapter 4 ("Student Diversity")
- chapter 6 ("Information Processing and Cognitive Theories of Learning")

After reviewing the readings, explain how systematic assessment and multiple measures of assessing students might be more beneficial than the use of standardized tests. Include the difference between norm referenced and criterion referenced tests in your explanation, and be sure to talk about learning styles theory as you present your argument. You may want to record this in your journal/notebook for future reference.

**Testing Part 2**

This is a culminating activity that will incorporate a review of a variety of assessment topics.

Teachers have a responsibility to make certain that assessments are planned, used, interpreted, and communicated in a way that protects students and results in valid and reliable
information. This learning topic will be divided into subtopics: Bias, Validity and Reliability, Multiple Measures, and Ethics. The content for this subject was covered in the Testing course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Assessment Purposes**

You will demonstrate an understanding of the purposes of a variety of types of assessments. What are the different types of tests used during and at the conclusion of instruction? What distinguishes formative from summative assessment? What are the advantages and limitations of the different types of test items? Teachers need to effectively employ assessment strategies to promote student learning.

This topic addresses the following competency:

- **Competency 601.1.2: Measurement Knowledge**
  The graduate understands measurement and testing issues relevant to classroom instruction.

**Assessment Purposes**

Review the following in *Measurement and Assessment in Teaching*:

- chapter 2 (“The Role of Measurement and Assessment in Teaching”)
- pages 172-192 of chapter 7 (“Constructing Objective Test Items: Simple Forms”)

Review the following in *Educational Psychology: Theory and Practice*:

- chapter 13 (“Assessing Student Learning”)
- pages 462 - 463 of chapter 14 (“Standardized Tests and Accountability”)

After reviewing the readings, develop a simple multimedia (e.g., PowerPoint, Keynote) presentation that explains the following information about assessment:

- Common test misuses
- Specific characteristics and uses of pretests, posttests, progress tests, diagnostic tests, aptitude tests, achievement tests, and screening tests
- Characteristics and uses of formative and summative assessment
- Advantages and limitations of item types, such as multiple-choice, matching, true/false, short answer, essay, and problem solving
- Explain appropriate assessment procedures and choices
- Discuss the role of assessment in standards such as the Common Core: [http://www.corestandards.org/](http://www.corestandards.org/)

**Human Development and Learning, Part I**

In this section you will review theoretical perspectives on cognitive, personality, social, and emotional development and learning. Typical and atypical development is also explored in the
context of at-risk factors.

The content for this subject was covered in the Human Development and Learning Course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Theories of Learning**

How does learning best occur? Theories of learning each have their own definitions of learning and beliefs about how individuals learn. Effective teachers understand theories of learning, develop their own philosophies, and apply concepts in appropriate learning situations.

This topic addresses the following competencies:

- **Competency 601.2.2: Physical Development**
  The graduate understands general issues related to physical development.

- **Competency 601.2.3: Personality and Emotional Development**
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.

- **Competency 601.2.5: External Influences on Development**
  The graduate knows common influences on growth and development (e.g., organic causes, sociocultural factors, and socioeconomic factors).

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

- **Competency 601.2.8: Thinking and Problem Solving**
  The graduate develops and promotes higher-order thinking skills in students.

- **Competency 601.3.5: At-Risk Factors**
  The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

- **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.

**Learning Theory and Educational Philosophy**

Read the following online article:

- "Humanistic Orientations to Learning"

Review the following in *Introduction to Teaching: Becoming a Professional*:

- chapter 6 ("Educational Philosophy: The Intellectual Foundations of American Education")
Review the learning theories behaviorism, constructivism, and social learning in *Educational Psychology: Theory and Practice*, as shown below.

- pages 128-151 of *chapter 5* ("Behavioral Theories of Learning")
- pages 299-300 of *chapter 10* ("Motivating Students to Learn")
- *chapter 8* ("Student-Centered and Constructivist Approaches to Instruction")

Consider how each theory impacts your own philosophy of education. In your journal/notebook write a reflection on how you expect to balance state, local, and federal directives with your own philosophy of education when they differ.

**Personality and Emotional Development**

Read the following in *Educational Psychology: Theory and Practice*:

- pages 46-60 of *chapter 2* ("Theories of Development")
- page 81 of *chapter 3* ("Development During Childhood and Adolescence")

Read the following online article:

- "Temperament and Your Child's Personality"

Brainstorm a list of typical behaviors in teenagers.

- Which of these most closely relate to social learning theory?
- What roles do parents and peers play in social and emotional development?
- How would James Marcia explain parents and peers role in social and emotional development?

Record your responses in your journal/notebook.

**Critical Thinking and Problem Solving**

How do teachers help students develop critical thinking and problem-solving skills? Critical thinking is high-level processing. Teachers need to present information using strategies that promote thinking and problem solving. Teaching students to recognize logical fallacies is an important part of that.

This topic addresses the following competencies:

- **Competency 601.2.2: Physical Development**
  The graduate understands general issues related to physical development.

- **Competency 601.2.3: Personality and Emotional Development**
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.

- **Competency 601.2.5: External Influences on Development**
The graduate knows common influences on growth and development (e.g., organic causes, sociocultural factors, and socioeconomic factors).

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

- **Competency 601.2.8: Thinking and Problem Solving**
  The graduate develops and promotes higher-order thinking skills in students.

- **Competency 601.3.5: At-Risk Factors**
  The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

- **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.

**Critical Thinking and Problem Solving**

Review the review in *Educational Psychology: Theory and Practice*:

- pages 256-257 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Read the following online article:

- "Inductive and Deductive Science Thinking"

Identify each type of reasoning below as inductive or deductive.

- All horses are mammals. All mammals produce milk. Therefore, all horses produce milk.
- All swans I have seen have been white. Therefore, all swans are white.
- Since all squares are rectangles and all rectangles have four sides, all squares have four sides.
- The sun is a star; the sun has planets; therefore, some stars have planets.

Select one of the items above as the subject of three critical thinking questions. In your journal/notebook explain the difference between critical thinking and problem solving. Choose one of your critical thinking questions to use as the topic of a new problem-solving question.

**Typical and Atypical Development**

Teachers must understand normal growth and development in students in order to recognize abnormal deviations. How do teachers identify and support special development needs students and their families? This section reviews indicators of abnormal development and identifies resources for families of students with such characteristics.

This topic addresses the following competencies:

- **Competency 601.2.2: Physical Development**
  The graduate understands general issues related to physical development.
Competency 601.2.3: Personality and Emotional Development
The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

Competency 601.2.4: Atypical Development
The graduate explains atypical stages of development.

Competency 601.2.5: External Influences on Development
The graduate knows common influences on growth and development (e.g., organic causes, sociocultural factors, and socioeconomic factors).

Competency 601.2.6: Learning Theory and Conditions of Learning
The graduate describes how learners construct knowledge and acquire and retain skills.

Competency 601.2.8: Thinking and Problem Solving
The graduate develops and promotes higher-order thinking skills in students.

Competency 601.3.5: At-Risk Factors
The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

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.

Atypical Development

Review the following online articles:

- Normal Stages of Development (Birth to 5 Years)
- Normal Adolescent Development Part 1

Then review the following pages in *Educational Psychology: Theory and Practice*:

- 64-65, 73-74, and 78 pages of chapter 3 ("Development During Childhood and Adolescence")

Read the following pages in *Special Education in Contemporary Society* for characteristics and family resources of students with special needs:

- Family resources - pp. 115-134 of chapter 4 ("Parents, Families, and Exceptionality")
- Mental retardation - pp. 164-168, 176-177, and 184-186 of chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation")
- Learning disabilities - pp. 204-211 and 221-225 of chapter 6 ("Individuals With Learning Disabilities")
- Attention deficit hyperactivity disorder pp. 246-249 and 256-257 of chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder")
- Emotional or behavioral disorders - pp. 291-296 and 309 of chapter 8 ("Individuals With Emotional or Behavioral Disorders")
- Gifted and talented - pp. 552-554 and 569-570 of chapter 14 ("Individuals Who Are Gifted and Talented")
- Speech and language disorders - pp. 376 and 384-387 of chapter 10 ("Individuals With
Speech and Language Impairments*)

- Hearing impairments - pp. 410-412, 426-429 of chapter 11 ("Individuals With Hearing Impairments")
- Visual impairments - pp. 455-458 and 472-473 of chapter 12 ("Individuals With Visual Impairments")
- Autism spectrum disorder - pp. 332-336 and 342-349 of chapter 9 ("Individuals With Autism Spectrum Disorders")

Review the three stages of physical development. In your journal/notebook describe the characteristics of atypical physical development for each stage. Write an example of a typical development for each stage, and explain the effect it may have on a student emotionally.

At-Risk Symptoms

How do teachers identify and support students who are at risk? Teachers must be aware of the situational and external influences that place children at risk for academic failure and learn to recognize them in the students they teach. This section focuses on those symptoms and informs future educators of possible interventions.

This topic addresses the following competencies:

- **Competency 601.2.2: Physical Development**
  The graduate understands general issues related to physical development.
- **Competency 601.2.3: Personality and Emotional Development**
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.
- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.
- **Competency 601.2.5: External Influences on Development**
  The graduate knows common influences on growth and development (e.g., organic causes, sociocultural factors, and socioeconomic factors).
- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.
- **Competency 601.2.8: Thinking and Problem Solving**
  The graduate develops and promotes higher-order thinking skills in students.
- **Competency 601.3.5: At-Risk Factors**
  The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.
- **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.

Recognizing At-Risk Behavior
Review the following online articles:

- "Recognizing Learning Styles"
- "Best Practices for At Risk Children"
- "Getting to the Heart of Education: Listening to the Whole At-Risk Student"

Review the following in *Educational Psychology: Theory and Practice*:

- chapter 4 ("Student Diversity")

Read the following in *Special Education in Contemporary Society*:

- chapter 8 ("Individuals With Emotional or Behavioral Disorders")
- chapter 14 ("Individuals Who Are Gifted and Talented")

Read the following in *Multicultural Education in Pluralistic Society*:

- chapter 9 ("Age")

Consider the following scenario and respond to the questions below in your journal/notebook:

Jared is a student in your fourth grade classroom. He seems bright, but isn't interested in class work and never completes his homework. His grades are low and do not reflect what you believe his true ability to be. He struggles to get along with his classmates on a daily basis, even fighting on occasion. When he isn't fighting or bullying others, he is withdrawn. You try to hold a private conversation with him to establish rapport and build confidence, but Jared is either nonresponsive or shouts in frustration that he hasn't done anything. He and his younger sister live with their dad. You call his father to share how talented you think Jared truly is and how much potential he has for success. Jared's dad is speechless. Instead, during the same call he informs you that Jared hit his head rough-housing with a friend today. So, if Jared complains of a headache at school tomorrow, that's why. Recently, he checked Jared out early to take him to the doctor about an injured hand. The hand did look swollen, but Jared never complained about it during the four hours he was at school prior to checking out.

1. Identify the type of social problem that places Jared at risk for failure.
2. Explain how this social problem influences Jared's development and achievement.
3. What symptoms led to this conclusion?
4. List three actions you can take to intervene and improve development and achievement.

**Diversity and Inclusion, Part I**

You will review disabilities and intervention strategies for working with exceptional students, English language learners, and students at risk. You will also explore legislation related to special education as well as requirements for IEP development and implementation.
The content for this subject was covered in the Diversity and Inclusion Course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Exceptionalities**

Classroom teachers teach students with various disabilities. To work with students effectively, teachers need to understand causes, common characteristics, and best instructional practices for each high- and low-incidence disability. How will you identify students with exceptionalities? What is your confidence level in providing appropriate instruction for these students?

This topic addresses the following competencies:

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.

- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.

- **Competency 601.3.2: Legal Rights of Students With Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

- **Competency 601.3.4: English Language Learners**
  The graduate understands the special learning needs of English language learners and describes methods and strategies to address student language learning needs.

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

**Characteristics of Exceptionalities**

Access [E Learning Creations](#) and read the following nine lessons:

**COURSE 1. "Foundations in Special Education."**

- Read Lesson 1. "Identification of Individuals with Exceptional Learning Needs as a Basis for Receiving Services."

**COURSE 2. "Development and Characteristics of Learners with Exceptional Learning Needs."**
Module 1. "Who are the Students with Disabilities You Likely Teach Each Day?"

- Read all four lessons, each on a different type of learner.

**COURSE 2. "Development and Characteristics of Learners with Exceptional Learning Needs."**
Module 2. "Who are the Students with Disabilities You Might Teach Each Day?"

- Read all four lessons four lessons, each on learners with a different type of disability from the previous module.
In your journal/notebook, create a matrix for exceptionalities similar to the one below. List disabilities under the "Exceptionality" column. Indicate which are high-incidence (H) or low-incidence (L). Under the "Influences" column, identify as many factors as possible that contribute to the exceptionality: situational, external, or otherwise. In the "Characteristics" column, list a description of the exceptionality, including at least three characteristics. Classify symptoms as academic (A), behavioral (B), or physical (P).

<table>
<thead>
<tr>
<th>Exceptionality</th>
<th>Influences</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>disability</td>
<td>contributing factors</td>
<td>(A) symptom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(B) symptom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A) symptom</td>
</tr>
<tr>
<td>disability</td>
<td>contributing factors</td>
<td>1. (B) symptom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. (B) symptom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. (P) symptom</td>
</tr>
</tbody>
</table>

**High Incidence Disabilities**

List four high-incidence disabilities. Describe the main characteristics of each. Which of these do you feel the least confident in your ability to teach? Why? How can you raise your confidence level in working with these students? Record your responses in your journal/notebook.

**Family Resources**

Exceptional children, as well as their families, have special needs. Teachers are the face of education for them. How can teachers effectively support families in working with their exceptional children? This section reviews how to better serve these families by recognizing their needs and directing them to resources and early interventions necessary for success.

This topic addresses the following competencies:

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.
- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.
- **Competency 601.3.2: Legal Rights of Students With Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.
- **Competency 601.3.4: English Language Learners**
  The graduate understands the special learning needs of English language learners and describes methods and strategies to address student language learning needs.
- **Competency 601.4.6: Legal Rights and Responsibilities**
  The graduate understands and knows how to implement laws related to the teaching profession.

**Early Intervention and Family Resources**
Review the following in *Special Education in Contemporary Society*:

- chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation")

Consider the questions:

- What are the benefits of early intervention for students with mental retardation?
- What questions/concerns do you anticipate the parents of a child with this exceptionality might ask in a parent/teacher conference or IEP meeting?
- How would you answer those questions?

List at least four benefits, four questions, and four replies in your journal for this topic.

Read the following in *Special Education in Contemporary Society*:

- pages 91-97 of chapter 3 ("Cultural and Linguistic Diversity and Exceptionality")

What is the impact of socio-economic status on student achievement?

**Legal Rights and Responsibilities**

This section concentrates on the laws governing every aspect of a free and appropriate education for students with exceptionalities. What is an IEP? What are teacher responsibilities with regard to IDEA and FERPA? Educators should be aware of the legal rights of students and parents. Teachers also must understand and follow due process.

This topic addresses the following competencies:

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.
- **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.
- **Competency 601.3.2: Legal Rights of Students With Disabilities**
  The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.
- **Competency 601.3.4: English Language Learners**
  The graduate understands the special learning needs of English language learners and describes methods and strategies to address student language learning needs.
- **Competency 601.4.6: Legal Rights and Responsibilities**
  The graduate understands and knows how to implement laws related to the teaching profession.

**Least Restrictive Environment**

Review the following in *Special Education in Contemporary Society* to make certain you understand elements of an IEP and the cascade of delivery services:
• chapter 2 ("Policies, Practices, and Programs")

Consider the major legal rights of students with disabilities in regard to receiving academic instruction that is most appropriate for their needs. In your journal/notebook explain those rights in a one page reflection. Give examples of when each level of the cascade of services would be considered the least restrictive environment for a special education student.

**Legal Rights**

Review the following in *Special Education in Contemporary Society*:

• chapter 2 ("Policies, Practices, and Programs")

Review the following in *Introduction to Teaching: Becoming a Professional*:

• chapter 9 ("School Law: Ethical and Legal Influences on Teaching")

Review the following in *Public School Law: Teachers’ and Students’ Rights*:

• pp. 67-80 in chapter 3 ("School Attendance and Instructional Issues")

This chapter can be found in the *WGU Library E-Reserves*. You can access your readings by searching using the course code.

In your journal/notebook describe in your own words parental/guardian rights as they relate to the following:

• IDEA
• Due process in determining special education eligibility and placement
• FERPA
• School communication to parents

**English Language Learners**

Students who do not speak English as a first language are presented with special challenges because they are learning language and content at the same time. How will you tailor your instruction to meet the needs of English language learners? Teachers need to understand how second languages are learned and be equipped with strategies to meet the needs of English language learners.

This topic addresses the following competencies:

• **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.
• **Competency 601.3.1: Exceptionalities**
  The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.
• **Competency 601.3.2: Legal Rights of Students With Disabilities**
The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.

- **Competency 601.3.4: English Language Learners**
  The graduate understands the special learning needs of English language learners and describes methods and strategies to address student language learning needs.

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

**ELL Instruction**

Access the following Teachscape modules:

- "Using SDAIE for English Language Learners"
- "English Language Development at Middle School"

Access the following webpages and complete the interactive modules:

- **Teaching English Language Learners: Effective Instructional Practices**
- **Cultural and Linguistic Differences: What Teachers Should Know**

Review the following in *Multicultural Education in Pluralistic Society*:

- pages 215-218 in chapter 6 ("Language")

Read the following in *Special Education in Contemporary Society*:

- pages 91-97 of chapter 3 ("Cultural and Linguistic Diversity and Exceptionality")

You are planning a thematic unit on peer pressure. As you consider the language levels of your students, what challenges do you expect? How do you plan to use these students' English proficiencies to overcome their challenges? Cite examples from the unit you are planning in your journal/notebook. In your notebook, discuss some methods to aid ELL students' success with standards such as Common Core: [http://www.corestandards.org/](http://www.corestandards.org/).

**Human Development and Learning, Part II**

In this section you will review theoretical perspectives on cognitive, personality, social, and emotional development and learning.

The content for this subject was covered in the Human Development and Learning course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Reflection/Self-Evaluation**

Why is it important for students to develop skills that include self-evaluation and reflection? In this section you will explain the importance of and purposes for forms of cognitive knowledge.
This topic addresses the following competency:

- **Competency 601.2.1: Cognitive Development**
  The graduate describes cognitive development theory and forms of cognitive knowledge.

**Discussion**

Review the following in *Educational Psychology: Theory and Practice*:

- pp. 148-150 of chapter 5 ("Behavioral Theories of Learning")
- pp. 183-184 of chapter 6 ("Information Processing and Cognitive Theories of Learning")
- pp. 235-236 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Engage in a conversation with a friend or family member about self-evaluation and reflection. Explain the importance of and purposes for each. Organize your thoughts on a think sheet beforehand. Record notes from your conversation in your journal/notebook.

**Diversity and Inclusion, Part II**

Review the competencies related to special education and cultural diversity including high- and low-incidence disabilities, intervention strategies for working with students with exceptional learning needs, cultural awareness and assumptions, culturally responsive instruction, implications for teaching and learning, ELL, and at-risk factors.

The content for this subject was covered in the Diversity and Inclusion Course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Student Traits/Culture**

What are the demands and issues of teaching in a multicultural classroom? Are there unique issues not present in classrooms where there is little diversity among students? Teachers need to have strategies to deal with such issues. In this section you will analyze an individual situation in a multicultural classroom.

This topic addresses the following competencies:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

- **Competency 601.5.2: Social Environment**
  The graduate learns about students and establishes a risk-free environment where students are encouraged through equitable treatment and positive reinforcement feedback to express interests, set goals, make choices, produce quality work, self-evaluate, and reflect.

**Student Analysis**
Review the following in *Comprehensive Classroom Management*:

- pages 37-40 in chapter 2 ("Understanding Students' Basic Psychological Needs")
- chapter 3 ("Establishing Positive Teacher-Student Relationships")

Review the following in *Multicultural Education in a Pluralistic Society*:

- chapter 1 ("Foundations of Multicultural Education")

A new student from another country enters your classroom. During his first week he gets in trouble every day for pushing his way to the front of the lunch line. As his teacher, what are some things to consider about this behavior? What would your first course of action be? How would you approach this situation? In your journal/notebook write a dialogue of a possible exchange between you and the student.

**World Religions**

Why is it important that teachers have a basic knowledge of religious beliefs of their students? As a teacher, you should be able to compare elements of different religions.

This topic addresses the following competencies:

- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**  
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

- **Competency 601.5.2: Social Environment**  
  The graduate learns about students and establishes a risk-free environment where students are encouraged through equitable treatment and positive reinforcement feedback to express interests, set goals, make choices, produce quality work, self-evaluate, and reflect.

**Comparing and Contrasting Religions**

Review the following in *Multicultural Education in a Pluralistic Society*:

- chapter 7 ("Religion")

In your journal/notebook construct a matrix, like the one below, to compare and contrast elements of different religions found in chapter 7.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Major Beliefs and Practices</th>
<th>Educational Influences</th>
<th>Political Influences</th>
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**Schools and Society**
Review 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.

The content for this subject was covered in the Schools and Society course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Purposes of Standards**

What are the external influences on curriculum: state, national, and local? Why are these important? You should be able to explain content and pedagogy standards and their importance.

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 601.4.5: 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 teaching standards, and student achievement standards).

**Review Chapters in Required Text**

Read the following chapters in *A Primer on America's School*:

- chapter 6 ("Getting Better Teachers' and Treating Them Right: Chester E. Finn Jr.)
- chapter 9 ("Standards and Accountability: Williamson M. Evers")

Review the following in *Introduction to Teaching: Becoming a Professional*:

- pp. 323-325 of chapter 10 ("The Curriculum in an Era of Standards and Responsibility")

Review Common Core Standards at:


Research your jurisdiction's standards at WGU's State-Specific Requirements page.

Create a multimedia (e.g., PowerPoint, Keynote) presentation explaining the importance of knowing pertinent curricula, national, state and local guidelines, standards, and student academic content standards. Give some examples.

Share your presentation with another student for feedback.

**Communication Problem Areas**

Communication with parents is a very important element of being successful as a teacher.
Often, this can be more challenging than delivering daily instruction. What are the issues in communicating with parents? You should know problem areas when communicating with parents.

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 601.4.5: 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 teaching standards, and student achievement standards).

**Communication Strategies**

Review the following online article:

- "Communicating with Parents"

In your journal/notebook briefly explain each of the seven problematic areas when communicating with parents. Reflect on your future classroom. What strategies could you put in place in each area to facilitate better communication between teacher and parents?

**Classroom Management**

Review classroom organization, rules, consequences, and reinforcements that promote effective learning. Classroom management includes ways to structure a motivating classroom environment, promote positive interactions, set high expectations, develop routines, and promote the development of socialization skills. The foundation knowledge and skills review helps teacher candidates establish and maintain an effective classroom management system that reinforces positive behavior, encourages engagement in learning, and weakens undesirable behaviors.

The content for this subject was covered in the Classroom Management course you completed earlier in the Foundations of Teaching domain. If you struggle with particular concepts in the activities that follow, you may need to review the same competency in that course.

**Academic Needs of Students**

How does your own experience as a student relate to the needs of the current student generation? In this section you will reflect on your educational background and how that might relate to your future students.

This topic addresses the following competencies:

- **Competency 601.2.7: Influences on Instruction and Learning**
  The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.
- **Competency 601.3.3: Cultural Awareness, Understanding, and Acceptance**
  The graduate understands and is sensitive to differences in cultural values, norms, and mores of the families of culturally diverse students and is committed to respecting these differences.

- **Competency 601.5.1: Classroom Organization**
  The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

- **Competency 601.5.2: Social Environment**
  The graduate learns about students and establishes a risk-free environment where students are encouraged through equitable treatment and positive reinforcement feedback to express interests, set goals, make choices, produce quality work, self-evaluate, and reflect.

- **Competency 601.5.3: Positive Interaction**
  The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.

- **Competency 601.5.4: Socialization**
  The graduate models appropriate social skills and teaches students to work productively and cooperatively.

- **Competency 601.5.5: Dispositions**
  The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.

- **Competency 601.5.7: Classroom Management Systems**
  The graduate establishes and manages systems to manage classroom behavior.

- **Competency 601.5.9: Routines**
  The graduate teaches procedures for carrying out recurring activities with individuals and whole groups.

- **Competency 601.5.10: Strengthening Desirable Behavior**
  The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.

- **Competency 601.5.11: Student Engagement and Motivation**
  The graduate elicits and maintains high levels of active engagement and motivation from all students during teacher led and independent academic instruction.

- **Competency 601.5.12: Weakening Undesirable Behavior**
  The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

- **Competency 601.5.13: Conflict Resolution**
  The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.

**Reflection**

Read the following in *Comprehensive Classroom Management*:

- chapter 7 ("Enhancing Students’ Motivation to Learn")

Pay special attention to the academic needs of students. In your journal/notebook take notes on each need. Think back on your educational history and jot down any experiences you may have
had that would go along with each academic need. Do you feel the majority of your experiences were student centered or teacher centered? Why?

**Student- vs. Teacher-Centered Classrooms**

What distinguishes a student-centered from a teacher-centered classroom? Which approach is more effective? Teachers should be able to evaluate the pros and cons of student-centered vs. teacher-centered classrooms.

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**Pros and Cons**

Review the following in *Educational Psychology: Theory and Practice*:

- chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

In your journal/notebook list the pros and cons of a student-centered classroom and a teacher-centered classroom.

**Dispositions**

How does a teacher convey an understanding of the importance of learning to students? You will need to develop strategies to show children the importance of learning.

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**Importance of Learning**

Review the following in *Effective Teaching Methods*:

- "Key Behaviors to Effective Teaching," pages 7-16 in [chapter 1 ("The Effective Teacher")](#)

In your journal/notebook make a top ten list of specific ways you would help all students understand that learning is important.

**Classroom Organization**

Why is classroom arrangement and layout important to successful instruction? You should be able to arrange a classroom and analyze organizational elements to promote learning.

This topic addresses the following competencies:

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**Classroom Arrangement**

Depending on your degree program, read the following in *Classroom Management for Elementary Teachers*:

• chapter 1 ("Organizing Your Classroom and Supplies") (pay attention to Figure 1.3 and 1.4)

or

read the following in *Classroom Management of Middle and High School Teachers*:

• chapter 1 ("Organizing Your Classroom and Materials") (pay attention to Figures 1.2 and 1.3)

Read the following in *Effective Teaching Methods*:

• pages 170-171 in chapter 5 ("Classroom Management I: Establishing the Learning Climate")
Make a scale drawing of your future classroom. A classroom set-up tool is available at the link below. You can now experiment on paper or computer with furniture arrangement and the organization of space. Try to evaluate your arrangement using the keys to successful room arrangement presented earlier in the chapter.

- **Class Set-Up Tool**

After you have arranged the furniture, test the traffic patterns, keeping in mind the recommendations from what you have read. Check for the following and respond in your journal/notebook: As the teacher, can you observe all students wherever they may be during activities? Are the materials readily accessible? As the student, can you see everything you need to see? Is it easy to move around? Where might distractions arise? How would you alter your arrangement to address possible problems?

**For Elementary Teachers:**

Figure 1.3 shows how one teacher arranged a classroom. There are several potential problems with this room arrangement. How many can you find? Suggest one or more ways to correct each problem. (See the appendix for the key.)

Figure 1.4: What kind of activities would you expect to be common in this classroom based on the arrangement of the room? What kind of participation will be expected from students?

The teacher in this classroom anticipated having 28 students in the class. The teacher just found out there will be at least 33 at the beginning of the year. How can the teacher rearrange the room to accommodate the additional students without losing the advantages of the arrangement designed? Explain your answer.

Figure 1.3 and 1.4: Picture yourself as a student in these classrooms. Can you see everything you need to see? Now picture yourself as the teacher. Can you see all students? Can you circulate freely among desks and work areas?

What have you learned from these chapters about classroom arrangement? In your own classroom, what would you utilize or change from these two classroom arrangements?

**For Secondary Teachers:**

Figure 1.2: How many problems can you find in the classroom arrangement? Address how each problem might be corrected. (See the appendix for the key.)

Figure 1.3: Discuss the advantages and disadvantages of the two classrooms shown.

Record all of your observations and conclusions in your journal/notebook.

**Behavior Standards/Expectations/Problems**

How does poor student behavior affect learning? What can be done to help students change such behavior? You should be able to identify behaviors that can negatively influence learning and describe strategies to make a change in that behavior.
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**Student Success Committee**

Depending on your degree program, review the following in *Classroom Management for*
Elementary Teachers:

- chapter 9 ("Managing Problem Behaviors")

or

review the following in Classroom Management for Middle and High School Teachers:

- chapter 9 ("Managing Problem Behaviors")

Review the following in Educational Psychology: Theory and Practice:

- chapter 2 ("Theories of Development")
- chapter 3 ("Development During Childhood and Adolescence")

As a teacher representative on the student success committee in your school, your job is to help identify and write referrals for at-risk and struggling students and to create action plans for the students' teachers.

Choose two of the following students on which to write referrals:

- 7-year-old female who is physically much taller than her peers, defiant and hostile towards adults, and yells at whoever is closest when things don't go her way
- 14-year-old male who has asthma, is absent a lot, does not have many friends, and hates school
- 9-year-old male who bullies other students by hitting and pushing and whose parents recently divorced
- 16-year-old male who is very smart but doesn't do homework, sleeps in class, and gets into fights on occasion

Explain how the behaviors listed influence the students' learning. How do the behaviors deviate from the behavioral standards and classroom and expectations for this age level? What questions would you ask the students' homeroom teachers? What suggestions would you provide for helping the teacher deal with disruptive and aggressive behavior? What else would be important to consider in order to help each child?

Record your referrals in your journal/notebook.

Reprimands/Positive Interaction

How do teachers promote a safe and positive learning environment? How do teachers encourage healthy interpersonal skills? You should be able to foster a positive and safe classroom environment.

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**Substitute Notebook**

Depending on your degree program, review the following in *Classroom Management for Elementary Teachers*:

- chapter 6 ("Managing Cooperative Learning Groups")
- pages 150-156 in chapter 7 ("Maintaining Appropriate Student Behavior")

or

review the following in Classroom Management for Middle and High School Teachers:

- chapter 6 ("Managing Cooperative Learning Groups")
- pages 137-147 in chapter 7 ("Maintaining Appropriate Student Behavior")

Your principal requires all teachers to have a substitute notebook, which includes students' names, seating arrangements, and schedules.

The principal has also asked that you provide a page for each of the following:

1. Examples of things you say and do each day that create a positive classroom.
2. Examples of appropriate and/or inappropriate reprimands and an explanation of why they should be kept to a minimum.
3. Specific actions you take (or avoid) to help students feel safe expressing themselves, taking risks, and sharing what they have learned.
4. Specific things you do to help students work together (foster interpersonal skills).

Record and keep the pages in your journal/notebook for future reference in your classroom.

**Routines**

Why are established routines important? How do they promote effective learning in the classroom? You should employ routines that support quality instruction and learning.

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### Homework Routine

Depending on your degree program, review the following in *Classroom Management for Elementary Teachers*:

- chapter 2 ("Establishing Classroom Rules and Procedures")
- chapter 3 ("Procedures for Managing Student Work")

or

review the following in *Classroom Management for Middle and High School Teachers*:

- chapter 2 ("Choosing Rules and Procedures")
- chapter 3 ("Managing Student Work")

Consider the following scenario:

- First year teacher, Ms. B., struggles to get homework collected and checked each day. Her principal requires all teachers to give meaningful homework assignments a few nights a week. She has tried collecting it at different times of the day, but she never seems to have time to make it a meaningful experience for the students. The school day is so busy that she rarely has time to go over it with the students in class. Most days she
has a student pick it up and put it in a stack on her desk. As a result, the stacks of work pile up for Ms. B., and the students and parents do not receive feedback on the homework. Many students have stopped turning it in altogether. Parents are starting to complain that homework is a waste of time.

Create a simple and relatively quick (no more than 15 or 20 minutes) homework routine and procedure for Ms. B. and her students. She must be able to check each student's work quickly and offer helpful feedback when necessary.

Explain how this routine will affect behavioral engagement and time use.

What are the overall benefits of setting and maintaining routines? Add suggestions for how Ms. B. can reinforce this new routine and how it can affect behavior.

Record your routine in your journal/notebook and share it with fellow students or teachers for feedback.

Influences on Learning/Motivational Procedures
What are your strategies for promoting learning and motivating students? How does cultural diversity within the classroom affect your strategies? In this section you will respond to interview questions based on learning influences and motivational procedures.

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**Interview**

Review the following in *Multicultural Education in a Pluralistic Society*:

- **chapter 2 ("Ethnicity and Race")**

Review the following in *Educational Psychology: Theory and Practice*:

- **chapter 3 ("Development During Childhood and Adolescence")**
- **chapter 12 ("Learners with Exceptionalities")**

Review the following in *Comprehensive Classroom Management*:

- **chapter 7 ("Enhancing Students' Motivation to Learn")**

Write your responses to the following in a learning journal:

- You are being interviewed for a teaching position in a local school. The administrators are particularly interested in your thoughts on how student physical, social, emotional, moral, and cognitive development influences learning. How would you respond?
- The school has a large number of minority students. What response would you provide when asked how minority cultural characteristics may impact your instruction?
- The administrators are also interested in your thoughts on student engagement and motivation. What factors increase or decrease student levels of engagement during lessons?
- How would you respond if asked to define intrinsic motivation and identify factors that promote intrinsic motivation? Describe several motivational procedures you will use in
your classroom.

- How would cultural difference impact the intrinsic and extrinsic motivators you would use?

Record your responses in your journal/notebook and talk about them with a seasoned classroom teacher. Ask for the teacher's input. Make notes about this conversation.

**Final Steps**

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