This course supports the assessment for FTC5. The course covers 33 competencies and represents 4 competency units.

**Introduction**

**Overview**

Foundations of Teaching Practice Integration helps you review and synthesize foundational teaching concepts including classroom management, human development, assessment, diversity and inclusion, and the historical, legal, and philosophical foundations of education.

**Getting Started**

Welcome to the Foundations of Teaching Practice Integration! This six-week course covers 33 competencies and represents four competency units. It introduces you to fundamentals of teaching and provides you with a platform for establishing a successful and rewarding teaching career. You will demonstrate your competency of this subject matter by successfully completing one objective assessment covering the competencies associated with this course. Please review the welcome video and the Statement of Teaching Dispositions below. Good luck in the course!

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]*

**Teaching Dispositions Statement**

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

**Preparing for Success**

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

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](#)
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.

**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 textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


*Note: Video Links in the Special Education in Contemporary Society text are disabled in this e-text edition and can be skipped for this course of study.*

eBrary 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.


Teachscape

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

Other Learning Resources

You will use the following learning resources for this course of study.

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.

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


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](#)

Praxis I or Basic Skills Exam

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 Western Governors University
program, whether such an exam is required for certification in their state 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 before they start or as they begin FCT5 to ensure that scores are posted in time to meet other requirements. To be eligible to apply for pre-clinical experiences in schools, students must have their "Passed" basic skills scores posted to their Degree Plan. Students need to send official copies of score reports to scores@wgu.edu.

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 should reference the "TC Licensure and Certification" folder in the WGU student handbook to see if their state has a basic skills requirement.

**Note for Texas Residents:**
Texas has its own basic skills examination for admission to teacher preparation programs called the Texas Higher Education Assessment (THEA). WGU requires all students who reside in Texas to pass all three sections of the THEA within the first 6 months of beginning Foundations of Teaching (FOT). See (THEA) for information on test dates, fees, and registration. Minimum score requirements are available on the Taking and Passing the THEA Test page. In addition, we encourage you to purchase the preparation materials that are available to help you pass this important examination. You may review the various preparation resources available from this link: THEA Preparation Materials.

**Praxis II or Other State-Required Licensure Exams**

In addition to the basic skills examination, you will need to pass either the Praxis II or other licensure examination(s) required by your state. This requirement must be met in order to begin your supervised demonstration teaching field experience, and it is also a requirement for graduation. There are many Praxis II preparation materials available, and we suggest that you consider using the ETS website to familiarize yourself with this exam.

**Note for Texas Residents:**
Candidates who reside in Texas must pass the TExES examinations required for their area of licensure. In order to help you familiarize yourself with this exam, we encourage you to visit the Texas Educator Certification link, as well as TExES Preparation Materials website. In addition, later on in your program you will be required to complete 12 clock hours of TExES exam preparation. Candidates in all programs except for Social Science must complete their exam preparation modules through TExES Exam Certification Review for Teachers (T-CERT), while those in a Social Science program must complete the exam preparation modules for their certification area through the WGU Texas Social Science Exam Preparation Community. More details about the TExES exam can be found in the Student Handbook under the TC Licensure & Certification link.

**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 and Reliability
- Systematic Assessment and Theories of Learning
- Testing: Purposes and Uses

Week 4

- Human Development and Learning
- Diversity and Inclusion
- Human Development and Learning: Reflection and Self-Evaluation

Week 5

- Diversity and Inclusion: Culture
- Schools and Society: A Teacher's Role

Week 6

- Classroom Management

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

**Cohorts**

FTC5 Monster to Mastery Cohorts are offered the first three weeks of each month to support student success on the FTC5 exam. The cohorts focus on problematic topics in the course of study. Registration links and cohort dates and details can be found in the FTC5 Cohort Calendar by clicking on the calendar event.

Register for the cohort: [Here](#)
Contact a Course Mentor
As you prepare to 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, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Use our booking page to find time to meet with a course mentor.

Schedule an appointment with a course mentor

Competencies and Objectives
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.

Learning Objectives:

- Give the reasons for using systematic assessment and multiple measures when assessing students.

- Give reasons for assessing students.

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

Learning Objectives:

- Define reliability, validity, test bias, and test norms.
Recognize the importance of test accommodation.

Recognize common problems with test accommodation.

Identify ethical assessment procedures.

Identify common misuses of tests.

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

**Learning Objectives:**

- Define reflection and self-evaluation.

- Identify purposes for self-evaluation and reflection.

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

**Learning Objectives:**

- Identify stages of physical development.

- Identify the characteristics of physical development in early childhood.

- Identify the characteristics of physical development in adolescence.

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

**Learning Objectives:**

- Identify the principles and concepts of social and emotional development theories.

- Define concepts related to the development of personality and temperament.

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

**Learning Objectives:**

- Define markers of atypical development.
o Identify symptoms that help establish a student as "at-risk."

o Recognize concerns, priorities, and resources for families of atypically developing students.

- **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).

**Learning Objectives:**

o Recognize why certain external influences can have an impact on growth and development.

o Identify potential impacts on student development in given situations.

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

**Learning Objectives:**

o Select the main principles of the behavioral view of learning.

o Select the main principles of the constructivist view of learning.

o Select the main principles of the humanist view of learning.

o Select the main principles of social learning theory.

- **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.

**Learning Objectives:**

o Describe how multiple factors, including gender and health, can influence student behavior and ability to learn.

o State how student physical, social, emotional, moral, and cognitive development influence learning.

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

**Learning Objectives:**

o Describe strategies that would promote student critical thinking given a particular instructional situation.
o Compare and contrast characteristics and uses of inductive and deductive reasoning in a given teaching situation.

o Classify examples of "critical thinking" and "problem solving."

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

**Learning Objectives:**

- Classify exceptionalities from given descriptions of symptomatology of students with exceptionalities.
- Classify exceptionalities from given descriptions of etiology of students with exceptionalities.
- Define the major characteristics of high-incidence disabilities.
- Identify the benefits of early intervention with students.

- **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.

**Learning Objectives:**

- Define the due process rights related to assessment, eligibility, and placement for students with disabilities.
- Recognize when academic, behavioral, or speech/language delays/differences warrant in-depth evaluations and additional help or intervention.
- Identify the full continuum of placements (e.g., integration, inclusion) as outlined in Individuals with Disabilities Education Act (IDEA) rules and regulations.
- Define legal rights of students with disabilities in regard to receiving academic instruction that is most appropriate for their needs.
- Identify common legal requirements of an Individualized Education Plan (IEP).

- **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.

**Learning Objectives:**
Identify why minority cultural characteristics may impact instruction.

Indicate activities, content, or teacher behaviors that may be objectionable or problematic for students from diverse backgrounds.

Define anthropological and sociological concepts of culture, gender roles, family, interpersonal relations, social structure, occupation, and ethnicity.

- **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.

**Learning Objectives:**

- Identify challenges (academic, social, linguistic) encountered in the classroom when some students are learning English as a second or third language.

- Indicate the effects that a student's current level of English proficiency has on the student's ability to be successful in a given program of instruction.

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

**Learning Objectives:**

- Identify the type of social problem portrayed in a video sequence or written scenario that contains examples of students exhibiting overt signs of a given social problem (e.g., child abuse, neglect, substance abuse).

- Recognize actions that teachers could perform to respond effectively to students exhibiting signs resulting from child abuse, neglect, personal and familial substance abuse, parental divorce, homelessness, hunger, crisis, and trauma.

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

**Learning Objectives:**

- Identify methods for showing sensitivity to cultural and gender differences.

- Distinguish between conversational and academic language.

- Identify communication techniques for use with families whose home language is not English.
o Identify effective communication strategies to use with students, colleagues, and community stakeholders in conveying ideas and information.

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

**Learning Objectives:**

o Identify strategies to foster a collaborative partnership between home and school.

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

**Learning Objectives:**

o Identify a variety of strategies for helping students use multiple resources including primary and secondary sources as part of the inquiry/research process.

o Discriminate among types of educational research.

- **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.

**Learning Objectives:**

o Define vocabulary/terms/concepts related to the use of technology in education.

o Identify the major hardware components of a computer system, related peripheral devices, and a variety of audio/video devices.

o Choose appropriate software applications to use for specified tasks.

- **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).

**Learning Objectives:**

o Identify the importance of knowing the contents of pertinent curricula; national, state, and local guidelines; standards; and student academic content standards.

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

**Learning Objectives:**

- Define common legal responsibilities of teachers.
- Identify the pertinent issues related to communicating with parents or guardians about student learning.
- Define parents'/guardians' rights and responsibilities in specific situations (e.g., school records, attendance).
- Identify the laws and issues regarding the use of materials and technology in education (e.g., copyright, access, browsing).

**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 Objectives:**

- Recognize the influence of philosophical foundations of learning on education today.
- Identify the contributions of historical and contemporary individuals to education.
- Recognize the historical reasons for schools being organized and structured as they are today.
- Define the teacher's role as it has evolved through time.

**Competency 601.5.1: Classroom Organization**

The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.

**Learning Objectives:**

- Critique a classroom arrangement including space for equipment use and storage.

**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.
Learning Objectives:

- Identify methods for learning about student traits and characteristics.
- Identify ways the teacher can create a positive and safe learning environment.
- Compare and contrast a student-centered vs. a teacher-centered classroom.
  - 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.

Learning Objectives:

- Identify how to foster interpersonal skills in students.
  - Competency 601.5.4: Socialization
    The graduate models appropriate social skills and teaches students to work productively and cooperatively.

Learning Objectives:

- Identify ways to mitigate given examples of negative aggressive social behavior.
  - 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.

Learning Objectives:

- Identify how teachers can promote the importance of learning to students.
  - Competency 601.5.9: Routines
    The graduate teaches procedures for carrying out recurring activities with individuals and whole groups.

Learning Objectives:

- Recognize the benefits of setting and maintaining routines in the classroom.
- Identify how students' proficient use of routines affects behavioral engagement and time use.
  - 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.
Learning Objectives:

- o Identify how reinforcement affects behavior.

  **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.

Learning Objectives:

- o Identify major factors that can increase or decrease student levels of engagement during lessons.

- o Identify motivational strategies.

- o Recognize factors that promote or diminish intrinsic motivation.

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

Learning Objectives:

- o Select appropriate techniques for correcting misbehavior in the classroom at all grade levels.

- o Explain why it is important to limit the number of reprimands and use them effectively.

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

Learning Objectives:

- o Evaluate the conditions that could cause conflict to arise.

- o Explain the strategies that can be used to resolve conflict.

- o Associate conflict resolution strategies with the circumstances that require them.

**Schools and Society: The History of Education**

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

**Educational History**

Within this topic, you will review major innovators and significant factors in educational history. It
is important to understand how the educational system has evolved to the present day.

**Timeline of Educational History and Innovators**

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

- **Chapter 5** ("Education in the United States")

Watch the following video and complete the activity:

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

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?

**Communication Among 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.

**Home and School Communication**

This topic will explore the review and practice strategies for effective communication between school and home. Effective communication with home will help keep parents involved in their children's education.

**First Letter Home**

In *Introduction to Teaching: Becoming a Professional* read the following:

- Pages 365–369 in **Chapter 11** ("Creating Productive Learning Environments")
- Pages 432–433 in **Chapter 13** ("Technology in American Schools")

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

- Pages 74-86 in **Chapter 3** ("Helping Diverse Learners Succeed in Today's Classrooms")

Watch the following video:

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*
Write a letter that could be used as your first letter home to parents at 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.

**Home and School Relationships**

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

- Pages 72–75 in Chapter 4 ("Getting Off to a Good Start")
- Page 174 in Chapter 8 ("Communication Skills for Teaching")

or

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

- pages 161–162 in Chapter 8 ("Communication Skills for Teaching")
- page 182 in Chapter 9 ("Managing Problem Behaviors")

**Staff Cooperative Relationships**

Brainstorm strategies that you might use to promote cooperative relationships among school staff and write them in your journal. Examples might include creating a collaborative atmosphere or teaming up with others to help a struggling student, collaborating with other teachers to work with exceptional students, or enlisting the help of other staff to help students improve their social skills.

**Communication With Parents-First Language Not English**

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

- pages 128–130 of Chapter 4 ("Parents, Families, and Exceptionality")

In your journal suggest strategies you might use to communicate effectively with parents whose first language is not English.

**Testing and 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.
Testing Accommodations
This topic will review the importance of testing accommodations, ethical procedures, and Individualized Education Program (IEP) requirements that are important for classroom teachers to know.

Special Education Interview

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

- "Inclusion of all Students" (pp 9—10) in Chapter 1 ("Educational Testing and Assessment: Context, Issues, and Trends")
- "General Principles of Assessment" (pp 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")

Watch the following video:

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

Go to [Teach California](#) for a virtual interview with a teacher. 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 reviewing the [Common Core State Standards Initiative](#) website. Check WGU’s [State-Specific Information](#) page to review your state’s standards and see whether it has adopted the Common Core State Standards.

Teacher Rights and Responsibilities

In this section, you will review the legal rights and responsibilities of teachers, including those outlined by the 1st, 4th, 8th, and 10th amendments, FERPA, and copyright laws.

School Law
Within this topic, you will review components of school law regarding your rights and responsibilities, copyright laws, and laws regarding negligence.

Substitute Safety Guide

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

- Chapter 9 ("School Law: Ethical and Legal Influences on Teaching")

Read the following in *Public School Law: Teachers’ and Students' Rights*:
Chapter 3 ("School Attendance and Instructional Issues"), pages 67–80 and 96–106
Chapter 13 ("Tort Liability"), pages 468–480

Note: These readings are available in the WGU e-reserves.

Watch the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

View the following website:

- "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 and 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.

**Culturally Sensitive Communication**

Through this topic you will review communication practices that are culturally sensitive. Look for real-world examples as you begin to assemble your own strategies for culturally sensitive communication.

**Cultural Sensitivity**

Review the following 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.
- State your thoughts on the importance of cultural sensitivity and communication with ELL families. Discuss communication pitfalls to avoid and 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. To be effective in the classroom, teachers must be familiar with the latest trends and concepts in education. These foundational skills are also essential prerequisites for completing performance assessments.

Research Fundamentals

In this topic you will review primary and secondary sources and types of research.

Research Matters

Review "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. In your journal, explain the difference between primary and secondary sources and provide examples of each.

View the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Research Types

Conduct an Internet search to identify types of research. Use key words such as "analytical research," "predictive research," and "descriptive research." Create a matrix that compares and contrasts analytical, predictive, and descriptive types of research. Save this in your notebook.

Think about a topic in education that interests you. What type of research would you do if you had just received a grant to do research in education? In your journal/notebook, explain why you chose that type of research for your particular topic.

Technology

In this topic, 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.

Technology in Education

You will review technology vocabulary, system components, and software applications relating to the classroom. Use of technology is rapidly evolving. Teachers need to keep informed on the rapid changes taking place in classroom technology use.

Technology in the Classroom

Read the following in Introduction to Teaching: Becoming a Professional:
• Chapter 13 ("Technology in American Schools") (make note of the equity issues in technology on pages 435–436)

Consider the following questions and make notes in your journal:

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

Technology Vocabulary

Define the terms found in the "Technology Vocabulary" document. Use your best learning strategy to help you master the terms (flashcards, vocabulary list, audio file, or Study Stack. You may use Study Stack to create a set of flashcards to help you with technology terms.

Technology in the Classroom

View the following video "Integrating Technology into Instruction":

https://lrps.wgu.edu/provision/34379204

Create a matrix that lists key instructional and administrative uses of computer technology horizontally and different computer applications vertically. Identify which applications best fit the instructional and administrative function.

Testing and Reliability

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.

Assessment Reliability

In this topic, you will review materials and recall strategies to avoid bias in assessment items as well as strategies for building valid and reliable assessments.

Assessment Reliability Reading

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

Note: To download this video, right-click the following link and choose "Save as...": download
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. The content of this subject is a review of assessment concepts, instruments, procedures, purposes, and conditions or theories of learning.

**Systematic Assessment**

In this topic, you will explain how systematic assessment and multiple measures of assessment are beneficial in assessing student achievement.

**Systematic Assessment Reading**

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

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

Watch the following video:

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

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 also want to Record this in your journal/notebook for future reference.

**Testing: Purposes and Uses**

This subject has 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.

**Assessment Purposes**

In this topic, you will demonstrate an understanding of the purposes of a variety of types of
assessments.

**Assessment Purposes Reading**

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")

Watch the following video:

*Note: To download this video, right-click the following link and choose “Save as…”*: download video.

After reviewing the readings and watching the video, 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 assessments in standards like [Common Core State Standards Initiative](http://www.corestandards.org)

**Kinds of Assessment Techniques: Short Answer, True/False and Matching Items**

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

- Chapter 7 ("Constructing Objective Test Items: Simple Forms")

In your notebook develop a matrix that includes

- uses
- advantages
- disadvantages
- construction suggestions, and
- examples of short answer, true/false, and matching items.

In your notebook reflect on the following question:
What are the most important insights you have gained so far about simple select and supply types of assessment items?

Kinds of Assessment Techniques: Multiple-Choice Items

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

- Chapter 8 ("Constructing Objective Test Items: Multiple-Choice Forms")

In your notebook develop a matrix that includes:

- uses
- advantages
- disadvantages
- construction suggestions, and
- examples of multiple-choice items.

Kinds of Assessment Techniques: Interpretive Exercises

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

- Chapter 9 ("Measuring Complex Achievement")

Write a definition of interpretive exercise assessment items on an index or electronic flashcard. Are interpretive exercise items "select" or "supply" items? In your notebook write a paragraph to summarize interpretive exercises as an assessment technique.

Kinds of Assessment Techniques: Essay Items

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

- Chapter 10 ("Measuring Complex Achievement: Essay Questions")

In your notebook develop a matrix to summarize uses, advantages, disadvantages, and construction suggestions for essay items.

Kinds of Assessment Techniques: Performance Assessments

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

- Chapter 11 ("Measuring Complex Achievement: Performance-Based Assessments")

Think of four or five assessment purposes, then identify specific assessment procedures you would use to meet each purpose. Justify why you have selected specific procedures to meet your purposes.

Find some assessment items and use these items and write the objectives that the items measure. Record the items and their objectives in your notebook.

Select a topic that you might teach to students. Write an objective that relates to the topic that
could be measured through a performance assessment. Then develop the performance assessment that you would use to measure attainment of the objective. For example, for a psychology course, your topic might be "cognitive development theory." Your objective might be "students will be able to assess cognitive development of children in real-life situations." What kind of performance assessment could you develop to assess the attainment of the objective? Record the topic, objective, and performance assessment you developed in your notebook.

Human Development and Learning

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.

Theories of Learning

This topic will discuss how effective teachers understand theories of learning, develop their own philosophies, and apply concepts in appropriate learning situations.

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")

Watch the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

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:
Read the following online article:

- "Temperament and Your Child's Personality"

View the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

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

Teachers need to present information using strategies that promote thinking and problem solving and how to teach student to recognize logical fallacies is an important part of that.

Critical Thinking and Problem Solving Reading

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"

View the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

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**

This section reviews indicators of abnormal development and identifies resources for families of students with such characteristics.

**Atypical Development**

Review the following articles

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

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

- Pages 64–65, 73–74, and 78 in Chapter 3 ("Development During Childhood and Adolescence")

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

- Family resources (pp. 115–134) in Chapter 4 ("Parents, Families, and Exceptionality")
- Mental retardation (pp. 164–168, 176–177, and 184–186) in Chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation")
- Learning disabilities (pp. 204–211 and 221–225) in Chapter 6 ("Individuals With Learning Disabilities")
- Attention deficit hyperactivity disorder (pp. 246–249 and 256–257) in Chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder")
- Emotional or behavioral disorders (pp. 291–296 and 309) in Chapter 8 ("Individuals With Emotional or Behavioral Disorders")
- Gifted and talented (pp. 552–554 and 569–570) in Chapter 14 ("Individuals Who Are Gifted and Talented")
- Speech and language disorders (pp. 376 and 384–387) in Chapter 10 ("Individuals With Speech and Language Impairments")
- Hearing impairments (pp. 410–412, 426–429) in Chapter 11 ("Individuals With Hearing Impairments")
- Visual impairments (pp. 455–458 and 472–473) in Chapter 12 ("Individuals With Visual Impairments")
- Autism spectrum disorder (pp. 332–336 and 342–349) in Chapter 9 ("Individuals With Autism Spectrum Disorders")
- Physical and health disabilities and related low-incidence disabilities (pp. 497–507 and

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**

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.

**Recognizing At-Risk Behavior**

Review the following online articles:

- "Recognizing Learning Styles"
- "Helping at-risk students succeed"

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")

Read the "Recognizing At-Risk-Behavior Scenario" document and respond to the prompts in your journal/notebook.

**Diversity and Inclusion**

In this section, 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.

**Exceptionalities**

This topic will explore how to work with students effectively and why teachers need to understand causes, common characteristics, and best instructional practices for each high- and low-incidence disability.

**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."

Module 1. "Who are the Students with Disabilities You Likely Teach Each Day?"

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

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>
</table>
| disability     | contributing factors | (A) symptom  
|                |            | (B) symptom  
|                |            | (A) symptom  |
| disability     | contributing factors | 1. (B) symptom  
|                |            | 2. (B) symptom  
|                |            | 3. (P) symptom  |

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.

Early Intervention and Family Resources

Review the following in Special Education in Contemporary Society:
Consider the questions and respond in your journal:

- 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?

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.

**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:

- Chapter 3 ("School Attendance and Instructional Issues"), pp. 67–80

This chapter is on reserve at the WGU Library under "E-Reserves." You can access your readings by searching using the course code.
View the following video:

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

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. Teachers need to understand how second languages are learned and be equipped with strategies to meet the needs of English language learners.

**ELL Instruction**

Access the following Teachescape 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.

**Human Development and Learning: Reflection and Self-Evaluation**
In this section you will continue your review of theoretical perspectives on cognitive development and learning. Teachers can use reflection and self-evaluation to promote learning that is retained over the long term.

Reflection/Self-Evaluation

In this section you will explain the importance of and purposes for forms of cognitive knowledge.

Reflection in Learning

View the following video:

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

Read the following document section:

- Section 3.2, "Reflection in Learning," available on page 7–9 of *Personal Development Planning*

List the stages of reflection. Think of an example of each stage as it might be used in a classroom learning activity. Record your example of each stage in your notebook.

Defining Reflection and Self-Evaluation

Read the following article by Marvin Marshall:

- "Reflection and Self-Evaluation"

In your journal, write a short paragraph outlining the purposes of self-evaluation and reflection.

Discussion

Read the following article on reflection:

- "Reflection, Learning and Education"

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

- Pages 148–150 of Chapter 5 ("Behavioral Theories of Learning")
- Pages 183–184 of Chapter 6 ("Information Processing and Cognitive Theories of Learning")
- Pages 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.

Reflection at WGU
Read the following:

- "Reflection: Introduction"

After reading, write a response in which you do the following:

- Identify and explain each of the levels of reflection.
- Explain why reflection is important.
- Explain the goals of reflection in the WGU program.

Save your response in your notebook for future reference.

**Diversity and Inclusion: Culture**

In this section you will look at the demands of teaching in a multicultural classroom.

**Student Traits/Culture**

In this section you will analyze an individual situation in a multicultural classroom.

**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 the religious beliefs of their students? As a teacher, you should be able to compare elements of different religions.

**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.
Schools and Society: A Teacher's Role

This section reviews the role standards play in curriculum and discusses communication strategies.

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.

Communication Strategies
Review the Clearinghouse on Early Education and Parenting website. 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?

State Licensure
In this topic you will become familiar with the process by which states evaluate teacher credentials for licensure.

Teacher Licensure

Read the following in Introduction to Teaching: Becoming a Professional:

- Chapter 2 ("Developing as a Professional")

Reflect on the process of teacher licensure.

State Licensure Requirements

In this activity, you will investigate the requirements for certification in the state where you seek to be licensed. Visit your state's licensure website (available in WGU's State-Specific Information page) to help you complete this activity.

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

- Column 1: Key provisions for licensure in your chosen state. (You may summarize lengthy provisions.)
- Column 2: The steps necessary to meet licensure requirements for each provision.
- Column 3: Any concerns or problems you may have with meeting these requirements (suggested length of 2 paragraphs).
Note: At the top of your chart, include your name, the state in which you are pursuing licensure, and where you obtained the licensure requirements (i.e., web address).

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

<table>
<thead>
<tr>
<th>Certification Provision</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 and 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 website frequently to note any changes in requirements.

**Purposes of Standards**

You should be able to explain content and pedagogy standards and their importance.

**Standards and Curriculum**

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

- Pages 323–325 in Chapter 10 ("The Curriculum in an Era of Standards and Accountability")

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

- Chapter 9 ("Standards and Accountability")

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 someone for feedback.

Review Common Core Standards at the [Common Core State Standards Initiative](https://www.corestandards.org) website.

**Standards and Accountability**

Read the following in *Introduction to Teaching: Becoming a Professional*:
• "Teaching in an Era of Reform" on pages 30–31 in Chapter 1 ("Do I Want to Be a Teacher?")

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")

Each state has its own set of curricular standards. Many are adopting the Common Core Standards, while others have chosen to retain their own. For example, the state of Texas has adopted the Texas Pedagogy and Professional Responsibilities standards, along with the *Texas Essential Knowledge and Skills*. It is important for you to become very familiar with the standards required within your state, as you will be expected to adhere to them in each lesson plan that you write throughout your program and beyond. You can find information about your jurisdiction's standards at WGU's State-Specific Information page.

Reflect on the following questions by responding in your journal:

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

Share your reflections with your fellow teacher candidates on the message board for this topic.

**Classroom Management**

In this subject, you will examine classroom organization, rules, consequences, and reinforcements that promote effective learning.

**Academic Needs of Students**

In this section you will reflect on your educational background and how that might relate to your future students.

**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?

**Setting Expectations**

This topic will examine the significance of setting and upholding expectations as an educator.

**Where to Set the Bar?**

Do you recall a time when you knew that someone held low expectations for you or when you
may have held low expectations for yourself or someone else? Were those expectations stated outright? If not, how did you know expectations were low?

Consider a case in which someone held high expectations of you? What specific things did they do to let you know that you were a high-ability, above-average, capable learner?

In regards to behavioral expectations, consider alternatives to the following statements:

- I bet you are a talker just like your older sister!
- Remember what happened the last time you did that?
- You are talking again.

What are some other examples you have heard? Write them down in your learning journal along with the alternate responses.

**Expectations for Students**

Read "Expectations for Students." To locate this article, type in the Search Term Box "ED409609" and change the dropdown menu to search in: ERIC #.

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

- Pages 3–8 of Chapter 1 ("Educational Psychology: A Foundation for Teaching")
- Chapter 7 ("The Effective Lesson")
- Pages 329–340 of Chapter 11 ("Effective Learning Environments")

Read the following in *Effective Teaching Methods*:

- Pages 7–16 in Chapter 1 ("The Effective Teacher")

Review five "Key Behaviors Contributing to Effective Teaching" in *Effective Teaching Methods*.

In order to have and communicate high expectations to your students, it is important that you hold expectations for yourself and ensure that you are an effective teacher who is reaching and teaching ALL of your students. New teachers often struggle in the five key behavior areas. Enlarge the following table and fill in the cells based on your reading.

<table>
<thead>
<tr>
<th>Five Key Behaviors</th>
<th>Dos</th>
<th>Don'ts</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Instructional Variety</td>
<td></td>
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<tr>
<td>Teacher Task Orientation</td>
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<td></td>
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<tr>
<td>Engagement in Learning Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Success Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your Box of Tricks: High Expectations

Consider your current or future students. What strategies and phrases will you use on a daily basis to set and have high expectations for all of your students? Jot a few down on a card to use during your pre-clinical and demonstration teaching experiences.

What types of expectations should you have? Think about some things you might not consider.

How about summarizing the five helping behaviors you learned about in the last activity? Imagine that your principal has asked you to present a PowerPoint lesson to the faculty on the key and helping behaviors of effective teachers. Create a card for each behavior and add those to your box of tricks.

What else should you consider when setting expectations? Add to your box of tricks so you do not forget.

Student-Versus Teacher-Centered Classrooms

This topic will guide you in evaluating the pros and cons of student-centered versus teacher-centered classrooms.

Pros and Cons

Review the following in Educational Psychology: Theory and Practice:

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

View the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.

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

Dispositions

This topic will help you develop strategies to show children the importance of learning.

Importance of Learning

Review the following in Effective Teaching Methods:

- "Key Behaviors to Effective Teaching," pp 7–16 in Chapter 1 ("The Effective Teacher")

View the following video:

Note: To download this video, right-click the following link and choose "Save as...": download video.
In your journal/notebook make a top ten list of specific ways you would help all students understand that learning is important.

**Maintaining Activity Flow**

In your notebook consider the following situations and describe how you will maintain lesson flow and hold student attention:

- If a co-worker interrupts the lesson asking for help...
- If a student throws a tantrum because another student is teasing him...
- If a student cannot find the materials needed for the lesson...
- If one student is lost in the lesson and needs one-on-one help...
- If a student gets sick...

As you are brainstorming about these situations, did you find any standouts you can use in your own teaching experiences? If so, what are they?

**Monitoring**

Read the following in *Effective Teaching Methods*:

- Page 174–175 in Chapter 5 (“Classroom Management I: Establishing the Learning Climate”)

Consider the following hypothetical situation

Mr. Dozier is showing his class how to solve a math problem on the board. Whenever he turns his back to write on the board a student makes comments and noises that make the entire class laugh. When he turns around to face the class, they stop. This happens every time he writes on the board and he cannot identify the student who is making the comments.

What can he do to remedy this situation? Write your response in your journal.

**Box of Tricks: Keeping Tabs**

In your demonstration teaching experience, there will be times when it is difficult to keep track of the entire class. On an index card, write the definition for *with-it-ness* found on page 174 in Chapter 5 (“Classroom Management I: Establishing the Learning Climate”) of *Effective Teaching Methods*. On the back of the card, list several ways you will increase your "with-it-ness."

**Transitions**

This topic will consider transitions in the planning stages of lessons and how to help students prepare for the next activity through careful and deliberate transitions.

**Box of Tricks: Transitions**

Read the following in *Effective Teaching Methods*:

- Page 176 in Chapter 5 (“Classroom Management I: Establishing the Learning Climate”)
What does the author mean when he suggests that transitions are as much psychological barriers as they are actual divisions between activities? Study Figure 5.4 on page 176. Put one of the problems on the front of a card and its solution on the back. Do this for each problem in the table.

"In the Field"

Visit, substitute in, or volunteer in a classroom and bring along a notebook to specifically write down your observations of teachers making transitions; fill in the following based on your observation:

- Date:
- Grade:
- Length of observation time:
- Number of transitions during this time (use tally marks if needed):

What do you notice about the students when the teacher makes a transition?

**Positive Interaction**

This topic will explore the ability to create a positive environment for student learning.

**Feeling Included**

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

- Chapter 4 ("Getting Off to a Good Start")

or

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

- Chapter 4 ("Getting Off to a Good Start")

Think back to your experiences in grade school. Was there time when you felt welcomed and included? What do you remember about that grade level? Was there a time when you were not excited or happy to be a part of a class? Why?

Record your answers in your notebook and jot down as much as you can remember about incidents and interactions between you and your peers and teachers for each experience. What stands out to you as you look back on these memories?

**Your Box of Tricks: Positive Classroom Climate**

In your own classroom it will be important for you to establish a positive classroom climate at the beginning of the school year and keep it going all year long.

- Based on your reading, how will you promote a sense of belonging in your classroom?
- How will you communicate your expectations for student behavior?
• What can you add to your box of tricks about how to establish a positive classroom climate? Is there anything you jotted down in your notebook in the previous activity that might make for a good addition?

Classroom Organization
This topic will explore the importance of having an organizational system in place so that looking for or organizing lesson materials, paperwork, and administrative requirements do not take time and focus away from instruction.

Learn About 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")

Watch the following video:

• "Classroom Arrangements (Elementary, Middle, Secondary)".

In this video clip, teachers discuss their classroom arrangements, which depend on the age of the students and the type of instruction taking place. One teacher uses a nontraditional arrangement to facilitate interaction. Another teacher discusses how room arrangements have evolved as educational practices have changed. As you watch the video, think about how arrangement of the classroom affects the teacher/student interactions.

The activity in the Your Future Classroom Arrangement section will ask you to apply what you have learned from the readings and the video.

Your Future Classroom Arrangement

Make a scale drawing of your future classroom. You are welcome to use a classroom setup tool. 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.
After you have arranged the furniture, test the traffic patterns, keeping in mind the recommendations from what you have read and viewed.

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.
- 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?

You can check your analysis of these figures in the appendix of Classroom Management for Elementary Teachers.

For Secondary Teachers:

- Figure 1.2: How many problems can you find in the classroom arrangement? Address how each problem might be corrected.
- Figure 1.3: Discuss the advantages and disadvantages of the two classrooms shown.

You can check your analysis of these figures in the appendix of Classroom Management for Middle and High School Teachers.

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?

- Record all of your observations and conclusions in your journal/notebook.
Behavior Standards, Expectations, and Problems
This topic will guide you in becoming able to identify behaviors that can negatively influence learning and describe strategies to change that behavior.

Standards for Classroom Behavior

Read the following in *Comprehensive Classroom Management*:

- Chapter 6 ("Developing Standards for Classroom Behavior")
- Chapter 8 ("Responding to Violations of Rules and Procedures")

Answer the following questions in your notebook:

- How will you create behavioral expectations and standards for your classroom that will support a safe and positive learning environment?
- How will you prevent disruptive student behavior?
- How will you respond to minor disruptive behaviors in a classroom or school setting?
- How will you respond to major disruptions and defiant student behavior?

Secondary Education: Managing Disruptive Behavior

Access the following Teachscape module: [Secondary Classroom Management]

1. Select "Managing Student Behavior."
2. Read "Review the Research Base."
3. View the videos "Visit the Classroom" and "View Specialist Commentary."

In your notebook, create a list of strategies that teachers can use to correct disruptive behaviors in the classroom. Explain why it is important to not overuse reprimands when misbehavior occurs.

Elementary Education: Applying Consequences for Behavior

Access the following Teachscape module: [Beginning of the Year Classroom Management (AFT)]

1. Select "Applying Consequences for Behavior."
2. Read "Overview" and "Review the Research Base."
3. View the video "View a Teaching Example."
4. Respond to "Complete the Activity." Respond to the questions for the "Using Consequences Appropriately" classroom scenario in your notebook.

Student Behavior

For this activity, elementary candidates will watch the video, "The Conflict Resolution".

Secondary candidates will use Teachscape.

Elementary:
Watch the following video:

- "The Conflict Resolution"

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. Note: You may need to download or update the QuickTime software of your computer in order to view the material.

**Secondary:**

Teachscape Directions:

1. Access the Secondary Classroom Management Teachscape module.
2. Scroll the side bar to find the "Managing Student Behavior" heading.
3. Select the sub-heading "Visit the Classroom".
4. Once you select your internet speed, select "Part 1: Monitoring Student Behavior."

*Note: Do not respond to any prompts or questions included in the video clips.*

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) document.

**Student Success Committee**

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

- **Chapter 9 ("Managing Problem Behaviors")**

or

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

- **Chapter 9 ("Managing Problem Behaviors")**

Consider the following hypothetical situation:

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 for whom to write referrals:

- A 7-year-old female who is physically much taller than her peers, defiant and hostile towards adults, and who yells at whoever is closest when things do not go her way.
- A 14-year-old male who has asthma, is absent a lot, does not have many friends, and hates school.
- A 9-year-old male who bullies other students by hitting and pushing and whose parents recently divorced.
- A 16-year-old male who is very smart but who does not 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 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
This topic will discuss fostering a positive and safe classroom environment.

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")

Consider the following hypothetical situation:

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.
Box of Tricks: Positive Environment

Write a top 10 list of teacher behaviors and attitudes that promote a sense of caring in the classroom. Be sure to consider the following questions when making your list:

- What kind of social environment do you want in your classroom?
- How does the established social climate reflect your personality?
- How does the established social climate influence instruction and student behavior?

Connecting With Kids

Read the following in *Effective Teaching Methods*:

- Pages 160–170 in Chapter 5 ("Classroom Management I: Establishing the Learning Climate")

Reflect on the following question:

- How will you connect personally with every student in the classroom?

Use a matrix, like the one below, to brainstorm techniques teachers can use to get to know student traits, interests, and characteristics.

<table>
<thead>
<tr>
<th>Student Traits</th>
<th>Student Interests</th>
<th>Student Characteristics</th>
</tr>
</thead>
</table>

Box of Tricks: Communication Skills

Reflect on the following in a learning journal or notebook.

- Most teachers are sensitive to, or self-conscious about some aspect of their image or background. Height, weight, appearance, content knowledge, inexperience, marital status, and acceptance or respect are among the areas that may be a source of insecurity or concern. Because teaching is such a public event, and because students are astute observers of teachers' reactions, teachers often reveal much of themselves in their reactions when their students find the right "button" to "push." Think about an area that represents a source of insecurity to you. Consider how your communication with students may be affected if a student pushes that button.

Add to your box of tricks: jot down a possible "button push" for you on a card, and on the back list a few ways you can respond to keep communication open and moving in the right direction.

Reinforcers

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

- Pages 132–150 of Chapter 5 ("Behavioral Theories of Learning")
Imagine that you want to reinforce students who are following the rules and procedures for turning in homework. In your notebook, identify the kinds of reinforcers, reinforcement schedules, and the reasons that reinforcers might or might not work to increase desirable behavior.

In your notebook, create a reinforcement system appropriate to your areas of emphasis for each of the following situations:

- encouraging students to participate positively during large-group discussion
- encouraging students to turn in assignments on time
- encouraging students to be prepared with class materials (paper, pencil, book) every day

Note: Possible reinforcement systems may include verbal praise, attention, public display of good work, activity reinforcement, tangible reinforcement, etc.

Social Skills Brainstorm

Brainstorm a list of social skills your students need to possess. Discuss why the skills you have identified are important.

Access and read about school-appropriate social skills identified in "Assessing Young Children's Social Competence." Compare your list of social skills with the school-appropriate social skills identified in the resource.

Routines

This topic will examine an educator's use of employing routines that support quality instruction and learning.

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.

**Influences on Learning / Motivational Procedures**

In this section you will respond to interview questions based on learning influences and motivational procedures.

**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 your notebook:

- You are being interviewed for a teaching position in a local school. The administrators are particularly interested in your thoughts on how students' physical, social, emotional, moral, and cognitive development influence 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
How would cultural difference impact the intrinsic and extrinsic motivators you would use?

Record your responses and talk about them with an experienced classroom teacher. Ask for the teacher's input. Make notes about this conversation.

Classroom Observation

Read the following in Introduction to Teaching: Becoming a Professional:

- Chapter 12 ("Effective Instruction in American School")

View the following video: "Essential Teaching Skills in an Urban Classroom"

In your notebook answer the questions posed at the end of the video:

- How effectively did Scott plan for the lesson?
- How effectively did Scott implement each of the essential teaching skills in his lesson?
- What could Scott have done to make the lesson more effective?

Learning in Groups

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

- Chapter 6 ("Managing Cooperative Learning Groups")

or

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

- Chapter 6 ("Managing Cooperative Learning Groups")

View the following video "Cooperative Learning (Elementary, Math)"

In this video, a fifth grade math class uses cooperative learning groups to develop story problems. The teacher discusses some of the issues involved in cooperative learning. As you watch the video, think about the benefits of cooperative learning and how a teacher might use cooperative learning groups in the classroom.

Note: This video is about a fifth-grade math class and is appropriate for both elementary and secondary candidates.

Cooperation

In your preclinical experiences (PCE) and demonstration teaching (DT) experiences, there is a good chance you will have several opportunities to observe cooperative grouping activities. In many cases you may be expected to use cooperative groups in your instruction.
In your notebook write the following questions. The answers to these will be extremely helpful for you to reflect on and learn from for your PCE/DT tasks.

- Do the students already know what their groups are or does the teacher tell them each time? How much time does this part take?
- How do the groups meet? In other words, do they rearrange their desks or move to a different desk or area of the room? Do students know where to go or is it not clear? How much time does this part take?
- Does the teacher give clear directions for what the students are supposed to be doing in groups? What does he or she say? Do the students know what to do once they get into the group or do they have a lot of questions about how to get started? How long does it take each group to get started?
- How are group materials stored/distributed/used? Do students take their own materials to the group, or are materials provided once they are in the group?
- Once in the groups, how does the teacher work with and move among the groups? Is it possible to work with each group, or do some groups get ignored?
- How do the students work within the groups? Do they get right to work? Do they argue? Are they on topic? Is every member involved in the learning?
- Are there different groups for different subjects? If so, how does the teacher make this clear to the students?

After the group activity, evaluate the effectiveness of the group lesson using the following rating scale. A rating of 4 would mean teacher gave clear directions, very little time was wasted getting to the groups, students knew their roles/jobs, and the groups effectively met lesson objectives.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Your Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teacher gave clear directions. Very little time wasted moving to groups and getting started. Students knew their job within the group. All students in group were actively participating. Lesson ended on time. Learning objective was met. Closure for activity was provided.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher directions were somewhat clear. Students had several questions about grouping or directions. Some time was wasted moving to groups and getting started. Some students knew what to do. Some students actively participated. Some students met the learning objective. Some closure was provided.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher gave vague or confusing directions. Some students had</td>
<td></td>
</tr>
</tbody>
</table>
a lot of questions about grouping procedures or directions. Much time was wasted moving to groups and getting started. Students did not know what to do once in the groups. Very few students actively participated. Learning objective was unclear or not met. No closure for activity was provided.

| 1 | Teach gave no directions. All students had questions. Students were unable to do grouping activity because it was too confusing. |

Box of Tricks: Checklist

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

- Pages 141–142 in *Chapter 6 ("Managing Cooperative Learning Groups")*

or

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

- Page 128–129 in *Chapter 6 ("Managing Cooperative Learning Groups")*

Add this checklist to your box of tricks.

**Motivation to Learn**

In your notebook, define motivation, *intrinsic motivation*, *extrinsic motivation*, and *motivation to learn*.

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

- *Chapter 10 ("Motivating Students to Learn")*

Review the following in *Comprehensive Classroom Management*:

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

Elementary candidates should also read the following in *Classroom Management for Elementary Teachers*:

- Pages 150–156 in *Chapter 7 ("Maintaining Appropriate Student Behavior")*

Secondary candidates should read the following in *Classroom Management for Middle or High School Teachers*:

- Pages 137–143 in *Chapter 7 ("Maintaining Appropriate Student Behavior")*

**Active Learning: Enhancing Motivation**
View the following video "Active Learning"

In this video clip, experts explain the role of active learning in classroom management. A teacher discusses how implementing active learning strategies engages his students while reducing classroom management problems. As you watch the video think about how using active learning could minimize classroom management issues. Reflect on the following two questions in your notebook:

- What is an active learning classroom?
- What is the relationship between classroom management and active learning?

**Changeup Activities**

A changeup activity is when a teacher starts with one strategy during an instructional lesson and then changes to another strategy to maintain attention, create excitement, or address another modality. For this activity, you will use Teachscape.

Access the following Teachscape module:

- "Literacy Across the Curriculum: Integrating"

  1. Select "Teaching Examples."
  2. View the video, "2: Descriptive Writing."

Access the following Teachscape module:

- "English Language Development at Middle School"

  1. Select "Working With Beginning ELD Level Students."
  2. View the videos, "View Ms. Moraes's Lesson: Part 1" and "View Ms. Moraes's Lesson: Part 2."

**Note:** If the video does not appear, you may need to install **QuickTime** on your computer. Go to the QuickTime website to download this free media player.

After viewing the appropriate videos, write responses to the prompts (1-2 short paragraphs per prompt) using this "Changeup Activities Guided Reflection Protocol (GRP)" document.

**Final Steps**

Congratulations on completing the activities in this course! The content of this course has prepared you to complete the course's assessment. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

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