



Your competence will be assessed as you complete the FTC5 objective assessment for this course of study. This course of study may take up to 7 weeks to complete.

## Introduction

### Overview

Foundations of Teaching is your first step in preparing to become a licensed teacher. This domain provides the foundational knowledge essential for successful teaching.

Foundations of Teaching Integration synthesizes material in five areas:

- Schools and Society
- Human Development and Learning
- Diversity and Inclusion
- Classroom Management
- Testing

Integration is the key word here. The reality is that in the classroom, these five areas do not exist independently of each other. You will study how these five areas relate to each other in practical classroom application. For example, diversity issues will influence how you construct tests or manage your classroom.

When you successfully complete the Foundations of Teaching Practice Integration Course of Study, you will have the fundamental content background to develop and apply instructional strategies in a classroom. This will allow you to be confident in your ability to deliver instruction that contributes to the success of your students.

Watch the following video introduction for this course:

### Outcomes and Evaluation

There are 32 competencies covered by this course of study; they are listed in the "[Competencies for Foundations of Teaching Integration \(FTC5\)](#)" page.

### Teaching Dispositions Statement

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

You will complete the following assessments as you work through the course of study.

## 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.



## Your Learning Resources

Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

### Enroll in Learning Resources

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

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

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

### CourseCompass FOT E-Text Bundle

Please access your "Learning Resources" tab and verify that you have access to the following learning resource. You may have subscribed to this resource in a previous course of study. Once you have enrolled, you will have access to the full selection of books for 12 months.

This bundle provides you with access to the following texts for use during this course and other Foundations of Teaching courses:

- Borich, G. (2007). *Effective teaching methods: Research-based practice* (6th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780131714960
- Emmer, E. T. & Evertson, C. M. (2009). *Classroom management for middle and high school teachers* (8th ed.). Boston, MA: Pearson. ISBN-10: 0205578608, ISBN-13: 9780205578603
- Evertson, C. M. & Emmer, E. T. (2009). *Classroom management for elementary teachers* (8th ed.). Boston, MA: Pearson. ISBN-10: 0205578624, ISBN-13: 9780205578627
- Gollnick, D. M., & Chinn, P. C. (2009). *Multicultural education in a pluralistic society* (with MyEducationLab) (8th edition). Upper Saddle River, NJ: Pearson/Allyn & Bacon. ISBN-13: 9780137147991.
- Jones, V. & Jones, L. (2010). *Comprehensive classroom management: Creating communities of support and solving problems* (9th ed.). Boston, MA: Pearson. ISBN-13: 9780205625482
- Kauchak, D., & Eggen, P. (2007). *Introduction to teaching: Becoming a professional* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0131994553
- Miller, M. D., Linn, R. L., and Gronlund, N. E. (2009). *Measurement and assessment in teaching* (10th ed.). Upper Saddle River, NJ: Merrill/Pearson. ISBN-13: 9780132408936
- Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson. ISBN-13: 9780205616121.



## E Learning Creations

Check to ensure you are enrolled in E Learning Creations.

## MyLabSchool

Check your subscription for CourseCompass MyLabSchool.

## Canter and Associates

Enroll in the following Canter and Associates course:

- "Classroom Mgt for New Teachers/Motivating Today's Learner"

## 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:

- Cambron-McCabe, N. H., McCarthy, M. M., & Thomas, S. B. (2004). *Public school law: Teachers' and students' rights* (5th ed.). Boston, MA: Allyn & Bacon
- Cooper, P. J. & Simonds, C. J. (2007). *Communication for the classroom teacher*. Boston, MA: Pearson

## Atomic Learning Library

[Atomic Learning](#) provides web-based software training for more than 100 applications students and educators use every day, including short, easy-to-view-and-understand tutorials on Geometer's Sketchpad and TI graphing calculators.

Use the following information to log in to the Atomic Learning Library:

- Username: wgu
- Password: atomic

## Automatically Enrolled Learning Resources

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

## 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.

- Gargiulo, R. M. (2010). *Special education in contemporary society: An introduction to*



*exceptionality* (4th ed.). Thousand Oaks, CA: SAGE Publications. ISBN: 9781412988933

### **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.

### **Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

### **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.

### **Message Boards, Learning Communities, Study Notes, FAQs**

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

Use the "[Additional Learning Tools](#)" page to review these tools.

### **The WGU Central Library**

The [WGU Central Library](#) is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

### **Course Mentor Assistance**

Course mentors are available to help you. Their job is to aid understanding in areas where you



need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course mentors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course mentor specific questions about what you can do to meet the competency standard. Request course mentor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

### **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](mailto: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 <http://www.thea.nesinc.com/> 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](#).

## **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.

Competencies covered by this subject

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.



## 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.

### Today's Public School System

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

- chapter 8 ("Governance and Finance")

### Timeline of Educational History and Innovators

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

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

In the the [Hoover-A Primer on America's Schools](#) site, read chapter 1 to learn about educational innovators, types of schools that have been used in the past, and significant factors in educational history. In the PBS site, scroll over the names and pictures to bring up the information you need to learn about each person.

In the [PBS-School: The Story of American Public Education](#) site, scroll over the names and pictures to bring up the information you need to learn about each person.

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

- [Dr. Montessori: A Historical Perspective](#)
- [Internet Encyclopedia of Philosophy: John Dewey](#)

Create a timeline that includes the major innovators and their contributions, types of schools, and the most significant factors in educational history that have shaped schools as we know them today.

In your journal/notebook, reflect on the following question: What and who do you think have been the most important of these?

## 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.

Competencies covered by this subject

601.4.1 - Communication Skills

The graduate recognizes and uses a range of conventions in both spoken and written English.

601.4.2 - Communication With Families



The graduate understands how to communicate effectively with parents and families.



#### 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.

### **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.

#### **Home and School Relationships**

Read the following in *Classroom Management for Elementary Teachers*:

- pages 72-75 and 174

or

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

- pages 161-162 and 182

Read the overview, and view the video "*Working with Parents and Families*," found in your [CourseCompass](#) course, FTC5.

List ways you could promote a cooperative relationship between home and school to support student learning. Examples might include a class newsletter or communication with parents about homework. Share your ideas with peers on the message board for this topic.

#### **Staff Cooperative Relationships**

Brainstorm strategies that you might use to promote cooperative relationships among school staff. 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. Share your ideas with peers on the message board for this topic.

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

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

- pages 128-130 of [chapter 4 \("Parents, Families, and Exceptionality"\)](#)

Suggest strategies you might use to communicate effectively with parents whose first language is not English. Share your ideas with peers on the message board for this topic.

#### **First Letter Home**

In *Communication for the Classroom Teacher* read the following:

- chapter 2 ("Interpersonal Communication")





Note: This chapter is on reserve in the WGU Library e-reserves under "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > Interpersonal Communication.

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")

Read "[Hiding Behind Educational Jargon](#)"

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.

Post the letter on the message board for fellow teacher candidates to provide feedback. Give feedback to others, as well.

## 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.

Competencies covered by this subject

601.1.2 - Measurement Knowledge

The graduate understands measurement and testing issues relevant to classroom instruction.

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.

### Testing Accommodations

This topic will review the importance 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" on pages 9-10
- "General Principles of Assessment" on pages 29-31



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

- pages 48-51 of [chapter 2 \("Policies, Practices, and Programs"\)](#)

Read "[Standards for Teacher Competence in Educational Assessment of Students](#)" from the Buros Institute website.

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

If you are unable to meet with a teacher for an interview, 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.

## 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.

Competencies covered by this subject

601.4.6 - Legal Rights and Responsibilities

The graduate understands and knows how to implement laws related to the teaching profession.

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.

## 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*:

- chapters 1 ("Do I Want to Be a Teacher")
- chapter 9 ("School Law")

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 chapters are on reserve at the WGU Library e-reserves under "Teacher Education" > "Foundations of Teaching" > "Schools and Society." > School Attendance and Instructional*



## Issues/ Tort Liability

Do the "[Copyright Lesson](#)," make sure you complete all of the sections.

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.

Competencies covered by this subject

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.

601.4.1 - Communication Skills

The graduate recognizes and uses a range of conventions in both spoken and written English.

### 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 *Introduction to Teaching: Becoming a Professional*:

- pages 74-86

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

- chapter 2 ("Interpersonal Communication")

*Note: This chapter is located in the WGU Library e-reserves under "Teachers Education" > "Foundations of Teaching" > "Schools and Society"> Interpersonal Communication.*

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.

- Participate in a message board discussion with your fellow teacher candidates regarding your thoughts on the importance of cultural sensitivity and communication with ELL families. Discuss communication pitfalls to avoid, and share your ideas about how to enhance communication with all families.

## Research Basics

In this section you will review topics in basic research to writing, allowing you to be informed about current issues in education. 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.

Competencies covered by this subject

601.4.3 - Research

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

### Research Fundamentals

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

#### 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.

#### 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. Explain in writing to a fellow student the difference between primary and secondary sources. Provide examples of each.

## 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.

Competencies covered by this subject

601.4.4 - Technology Fundamentals

The graduate identifies the general characteristics and uses of technology, describes the



functions and appropriate uses of common computer hardware and media devices to enrich learning opportunities, and uses computer software applications.

## Technology 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 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.

### Internet and Web Jargon

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

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

### Self-Assessment for Chapter 13

Take the self-assessment for chapter 13 ("Technology in American Schools") of *Introduction to Teaching: Becoming a Professional*. Access the self-assessment by following these instructions:

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

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

### Technology Aptitude

For this activity, you will be taking a self-assessment. Please read and follow the instructions in the "Atomic Learning Self-Assessment" document to prepare yourself for this self-assessment. Navigate to the [Atomic Learning](#) website and log in using your credentials.

Once you have logged in to Atomic Learning, click on "Tools" where you will have access to the "Self-Assessment Framework". The self-assessment has five categories: text, numbers, images, sounds, and video. You will be assessing your skills from the "collecting" to



"communicating" categories. As an educator, it is important for you to be confident with all of these technology skills.

### **Technology in the Classroom**

View the video in *Introduction to Teaching: Becoming a Professional* that accompanies chapter 13 ("Integrating Technology into Instruction,"). This chapter and video found in your [CourseCompass](#) course for FTC5. Click on the link entitled "Integrating Technology into Instruction."

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.

### **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:

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

Reflect on these questions and interact with your fellow teacher candidates on the message board for this topic.

## **Cyber Security and Awareness**

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

- Cyber Security
- Cyber Safety
- Cyber Ethics

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

### **Free Computer Security Check-Ups**



A good start to cyber security is to ensure that your computer meets common security best practices. This activity provides two options for security check-ups. Try at least one of the recommended check-ups. Share your results in the message board for this course of study. Was your computer adhering to security best practices? What issues were found, if any?

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

[BrowserCheck](#)

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

[Security Scan](#)

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

**Cyber Safety**

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

Follow the link below and watch the "Stop.Think.Connect" video series. After viewing these videos, we encourage you to share your thoughts and opinions about this subject in the message board for this course of study.

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

**Cyber Ethics**

Most schools have acceptable use policies for employees and students while connected online. However, things become a little gray when students transition from school to home. Cyberbullying is a rising trend and includes in a broad sense the use of online technologies to "bully" another.

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

- ["Cyberbullying & Harassment"](#)

After reading the article post your response to these two questions in the course message



board.

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

## Cyber Security

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

- [Video 1: The Faces of Cyber Crime](#)

There are multiple "videos" that you can use in your classroom that present a "fun" way to introduce safe cyber surfing practices. For example, if you are working with students in grades 7-12. Another great video "[Internet Safety Tips](#)," created by kids for kids, presents information about cyber security in a fun way. The great thing about the video is that students created the video as part of a contest.

## 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.

Competencies covered by this subject

601.1.1 - Assessment Concepts

The graduate describes the importance, reasons, and methods for assessing students.

601.1.2 - Measurement Knowledge

The graduate understands measurement and testing issues relevant to classroom instruction.

601.1.4 - Assessment Selection and Development

The graduate selects, designs, and develops assessments including tests, performance measures, observation schedules, and other formal or informal assessment procedures that are valid and reliable and provide appropriate information about students and instruction.

## 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
- "Fairness of Tests to Minorities and Gender Fairness" (pp. 18-21)

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





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

## Systematic Assessment and Theories of Learning

The activities associated with this subject will lead you to review the importance, reasons, and methods for assessing students as it relates to theories of learning. The content of this subject is a review of assessment concepts, instruments, procedures, purposes, and conditions or theories of learning.

Competencies covered by this subject

601.1.1 - Assessment Concepts

The graduate describes the importance, reasons, and methods for assessing students.

601.1.3 - Test Instrument Characteristics

The graduate identified the characteristics, uses, advantages, disadvantages, and methods for using different types of assessments appropriate for evaluating how students learn.

601.2.6 - Learning Theory and Conditions of Learning

The graduate describes how learners construct knowledge and acquire and retain skills.

### 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")

Read 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. Post your conclusions to the message board for this topic. 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.

Competencies covered by this subject



## 601.1.2 - Measurement Knowledge



The graduate understands measurement and testing issues relevant to classroom instruction.

### 601.1.3 - Test Instrument Characteristics

The graduate identifies the characteristics, uses, advantages, disadvantages, and methods for using different types of assessments appropriate for evaluating how students learn.

### 601.1.4 - Assessment Selection and Development

The graduate selects, designs, and develops assessments including tests, performance measures, observation schedules, and other formal or informal assessment procedures that are valid and reliable and provide appropriate information about students and instruction.

## Assessment Purposes

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

### 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.

### **Assessment Purposes Reading**

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

- chapter 2 ("The Role of Measurement and Assessment in Teaching")
- chapter 7 ("Constructing Objective Test Items") (pp. 172-192)

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

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



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

- Common test misuses
- Specific characteristics and uses of pretests, posttests, progress tests, diagnostic tests, aptitude tests, achievement tests, and screening tests
- Characteristics and uses of formative and summative assessment
- Advantages and limitations of item types, such as multiple-choice, matching, true/false, short answer, essay, and problem solving
- Explain appropriate assessment procedures and choices

## 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.

Competencies covered by this subject

### 601.2.2 - Physical Development

The graduate understands general issues related to physical development.

### 601.2.3 - Personality and Emotional Development

The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

### 601.2.4 - Atypical Development

The graduate explains atypical stages of development.

### 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).

### 601.2.6 - Learning Theory and Conditions of Learning

The graduate describes how learners construct knowledge and acquire and retain skills.

### 601.2.8 - Thinking and Problem Solving

The graduate develops and promotes higher-order thinking skills in students.

### 601.3.5 - At-Risk Factors

The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger.

### 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.

## 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.

### Personality and Emotional Development

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

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



Read the online article "[Temperament and Your Child's Personality](#)."

Brainstorm a list of typical behaviors in teenagers.

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

Record your responses in your journal/notebook.

### **Learning Theory and Educational Philosophy**

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

- chapter 6 ("Educational Philosophy")

Read about the learning theories of behaviorism, constructivism, and social learning at the following in *Educational Psychology: Theory and Practice*:

- 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")

Read about humanistic learning theory [Humanistic Orientations to Learning](#) website.

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.

### **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**

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

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

Read the online article "[Inductive and Deductive Science Thinking](#)." Identify each type of reasoning below as inductive or deductive.

- All horses are mammals. All mammals produce milk. Therefore, all horses produce milk.
- All swans I have seen have been white. Therefore, all swans are white.
- Since all squares are rectangles and all rectangles have four sides, all squares have four sides.



- The sun is a star; the sun has planets; therefore, some stars have planets.

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

## Typical and Atypical Development

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 \(Birth to 5 Years\)](#)"
- "[Physical Development in School-Age Children \(Chapter Review\)](#)"
- "[Physical Growth in Adolescents \(Chapter Review\)](#)"
- "[Normal Adolescent Development Part 1](#)"

Then review the following in *Educational Psychology: Theory and Practice of chapter 3* ("*Development During Childhood and Adolescence*"):

- pages 64-65
- pages 73-74
- pages 78

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



[Autism Spectrum Disorders"\)](#)

- Physical and health disabilities and related low-incidence disabilities - pp. 497-507 and 522-525 of [chapter 13 \("Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities"\)](#)

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"](#)
- ["Providing Effective Schooling for Students at Risk"](#)
- ["Rethinking Learning for Students at Risk"](#)

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 topic, 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.

Competencies covered by this subject

601.2.4 - Atypical Development

The graduate explains atypical stages of development.

601.3.1 - Exceptionalities

The graduate describes the causes, symptoms, and challenges to learning caused by various





exceptionalities.

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.

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.

601.4.6 - Legal Rights and Responsibilities

The graduate understands and knows how to implement laws related to the teaching profession.

### 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.

#### 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.

#### Characteristics of Exceptionalities

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

- COURSE 1. "Foundations in Special Education."
- Module 2. "Current Issues & Professional Practices: Still Evolving."
- Read Lesson 1. "Identification of Individuals with Exceptional Learning Needs as a Basis for Receiving Services."
- COURSE 2. "Development and Characteristics of Learners with Exceptional Learning Needs."
- Module 1. "Who are the Students with Disabilities You Likely Teach Each Day?" Read all four lessons, each on a different type of learner.
- Module 2. "Who are the Students with Disabilities You Might Teach Each Day?" Read all four lessons four lessons, each on learners with a different type of disability from the previous module.

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

Exceptionality	Influence	Characteristics
disability	contributing factors	(A) characteristics (B) characteristics



		(A) characteristics
disability	contributing factors	(B) characteristics (B) characteristics (P) characteristics

## 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*:

- [chapter 5 \("Individuals With Intellectual Disabilities or Mental Retardation"\)](#)

Consider the questions:

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

List at least four benefits, four questions, and four replies on the message board for this topic. Invite other teacher candidates to respond.

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.

### 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")

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



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

This resource is available at WGU library e-reserves under "Teacher Education" > "Foundations of Teaching" > "Schools and Society" > School Attendance and Instructional Issues.

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

### **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.

### **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 Teachscape modules and review the material:

- ["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

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.

Competencies covered by this subject

601.2.1 - Cognitive Development

The graduate describes cognitive development theory and forms of cognitive knowledge.

### Reflection/Self-Evaluation

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

#### Defining Reflection and Self-Evaluation

Read the "Reflection and Self-Evaluation" article by Marvin Marshall:

- [Reflection and Self-Evaluation](#)

Write a short paragraph outlining the purposes of self-evaluation and reflection and post it to the message board for this topic. Invite peers to comment on your posting and comment on that of one other person.

#### Discussion

Read the article on [reflection](#).

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

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

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

#### Reflection at WGU

Read "[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.

### **Reflection in Learning**

Read section 3.2, "[Reflection in Learning](#)," available on page 7-9.

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.

## **Diversity and Inclusion: Culture**

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

Competencies covered by this subject

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

601.5.2 - Social Environment

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

### **Student 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 48-52
- 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.

Exceptionality	Influences	Characteristics
disability	contributing factors	(A) characteristic (B) characteristic (A) characteristic
disability	contributing factors	(B) characteristic (B) characteristic (P) characteristic

## Schools and Society: A Teacher's Role

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

Competencies covered by this subject

601.4.1 - Communication Skills

The graduate recognizes and uses a range of conventions in both spoken and written English.

601.4.2 - Communication With Families

The graduate understands how to communicate effectively with parents and families.

601.4.5 - Education and Teaching Standards

The graduate reads and describes the teacher and student content and pedagogy standards (e.g., local guidelines, state curricula, state and national teaching standards, and student achievement standards).

### Communication 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?

### The Teacher's Role

Within this topic, you will provide a personal definition of the role of a teacher.



## The Rewards of a Career in Teaching

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

- pages 6-14

Respond to the following questions, and then collaborate with your fellow teacher candidates by posting to the message board for this topic:

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

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

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

## Vocabulary Review: The Teacher's Role

Review chapter 1 ("Do I Want to Be a Teacher?") of *Introduction to Teaching: Becoming a Professional*. Use your best learning strategy (e.g., flashcards, vocabulary lists, audio files, or [Study Stack](#) to master the following terms found in the "[Teacher's Role Vocabulary](#)" document.

## Teaching as a Profession

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

- Read pages 15-37
- Take the chapter 1 ("Do I Want to Be a Teacher?") self-assessment.

Based on the characteristics of professionalism listed in chapter 1 ("Do I Want to Be a Teacher?") of *Introduction to Teaching: Becoming a Professional*, do you believe teaching is a profession? Why or why not? What would you suggest to improve the professionalism of teaching?

To access the self-assessment for chapter 1 ("Do I Want to Be a Teacher?"), follow these instructions:

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

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



retake the self-assessment.

## The Multiple Roles of Teaching

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

- chapter 1 ("Do I Want to Be a Teacher?"), pages 13-14

Brainstorm a list of teacher roles.

Consider the following questions and record your thoughts in your notebook:

- Which of the teaching roles do you believe will be most difficult for you to fulfill?
- Which roles will you enjoy?
- Why is teaching not attracting individuals from minority groups?
- What might be done to attract more individuals from minority groups into educational careers?

## The Role of the Teacher

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

- chapter 1 ("Do I Want to Be a Teacher?")

Reflect on what you think clearly defines teaching. Write your personal definition of teaching and describe the role of a teacher. Work collaboratively with your fellow teacher candidates to develop a profile of the ideal teacher.

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

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

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

## State Licensure

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

### State Licensure Requirements

In this activity, you will investigate the requirements for certification in the state where you seek





to be licensed. Visit your state's licensure website to help you complete this activity.

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

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

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

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

Certification Provision	Steps for Provision	Concerns in Meeting Requirements
Documented Completion of Human Relations (3-credit course equivalent)	(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, <b>a.</b> Submit Two-Year Affidavit Form, <b>b.</b> Submit valid regular teaching certificate from qualifying state.	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.

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.

**Teacher Licensure**

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

- chapter 2 ("Developing as a Professional")
- pages 42-44

Reflect on the process of teacher licensure.



## Purposes of Standards

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

### Standards and Accountability

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

- "Teaching in an Era of Reform" on pages 30-31

Read chapter 6 and review chapter 9 in [A Primer on America's Schools](#).

Read "[No Child Left Behind: Standards and Assessments](#)."

Each state has their 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.

Reflect on the following questions:

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

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

### Standards and Curriculum

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

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

Read chapter 9 in [A Primer on America's Schools](#).

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

## Classroom Management

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

Competencies covered by this subject

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.

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.

601.5.1 - Classroom Organization

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

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.

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.

601.5.12 - Weakening Undesirable Behavior

The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.

601.5.13 - Conflict Resolution

The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.

601.5.2 - Social Environment

The graduate learns about students and establishes a risk-free classroom 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.

601.5.3 - Positive Interaction

The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.

601.5.4 - Socialization

The graduate models appropriate social skills and teaches students to work productively and cooperatively.

601.5.5 - Dispositions

The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.

601.5.6 - Setting Expectations

The graduate sets high expectations for responsible student behavior and academic performance.

601.5.7 - Classroom Management Systems

The graduate establishes and manages systems to manage classroom behavior.

601.5.8 - Communicating Expectations

The graduate communicates high, realistic standards for student behavior that includes classroom rules, routines, and academic performance.

601.5.9 - Routines

The graduate teaches procedures for carrying out recurring activities with individuals and whole groups.

## 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.

**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 Pscyhology: 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 9-17

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.

Five Key Behaviors	Dos	Don'ts	Examples	Notes
Lesson Clarity				
Instructional Variety				
Teacher Task Orientation				
Engagement in Learning Process				
Student Success Rate				



## 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.

### 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, what are the 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.

## 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")

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.



## 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 stand outs you can add to your box of tricks? If so, what are they? Share your ideas with your peers on the message board for this topic. You just may walk away with some more to add to your box.

## Monitoring

Read the following in *Effective Teaching Methods*:

- page 175.

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? Post your response on the message board for this topic.

## 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 175 of *Effective Teaching Methods*. On the back of the card, list several ways you will increase your "with-it-ness."

## Importance of Learning

Review the following in *Effective Teaching Methods*:

- "Key Behaviors to Effective Teaching" (pp. 9-17)

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

## 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.

## "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?

### **Box of Tricks: Transitions**

Read the following in *Effective Teaching Methods*:

- pages 176-177

What does the author mean when he suggests that transitions are as much psychological barriers as they are actual divisions between activities? Study Figure 5.6 on page 177. 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.

### **Positive Interaction**

This topic will explore attaining this goal will make it possible to create a positive environment for student learning.

### **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?

Share your ideas on the message board. Some of your peers might have some great thoughts for you to add to your box.

### **"In the Field": Positive-to-Negative Ratio**

When you begin your PCE and DT experiences, you will be entering a classroom environment that has already been established. Before you begin these experiences, visit, substitute, or volunteer in a classroom and bring along a notebook to specifically record your observations of teachers' positive-to-negative ratios.

- Positive Example: You are working so hard!
- Negative or Corrective Example: Sit down. That is the wrong answer.





- Neutral (does not count) Example: Turn to page 451. Let's get ready for the next class.

### **How to record positive to negative ratios:**

Draw a horizontal line across the middle of the paper. Make tally marks for positive statements the teacher makes above the line. Make tally marks for negative or corrective statements the teacher makes below the line. Neutral comments do not count.

The ratio of positive comments (as indicated by the tally marks above the line) to negative comments (as indicated by the tally marks below the line) is the teacher's reinforcement ratio.

If you have your own classroom, tape record yourself teaching the class for an hour. Later play the tape and evaluate each statement that you made as to whether the statement was positive, negative or corrective, or neutral. Use the same horizontal line with positive tally marks above and negative tally marks below.

What did your results show? Share this on the message board for this topic. Also share some positive responses that may be new to you that you want to use in your classroom. Jot down positive responses that others share.

### **Box of Tricks: Positive Responses**

Start collecting and practicing positive responses. On separate cards write three or more general positive phrases (for example "Great job!") and three or more specific positive phrases (for example "Shaun, I am very pleased with the way you entered the classroom and got straight to work."). Add to your box as you gain more experience.

### **Feeling Included**

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 looking back on these memories?

### **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.

**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?

<p><b>For Elementary Teachers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> <li>• 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.</li> <li>• Figure 1.3 and 1.4: Picture yourself as a student in these classrooms. Can you see everything you need to see? Now</li> </ul>	<p><b>For Secondary Teachers:</b></p> <ul style="list-style-type: none"> <li>• Figure 1.2: How many problems can you find in the classroom arrangement? Address how each problem might be corrected.</li> <li>• Figure 1.3: Discuss the advantages and disadvantages of the two classrooms shown.</li> </ul> <p>You can check your analysis of these figures in the appendix of <i>Classroom Management for Middle and High School Teachers</i>.</p>
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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*.

- 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.

### "In the Field": Organization

Visit, substitute, or volunteer in a classroom in your grade or subject-matter area and ask teachers for tips on how to stay organized in these areas.

Then create an action plan for your classroom that addresses how you will organize the following:

- **Handouts:** Suppose you teach in a multi-subject classroom. In a typical day you could have multiple handouts. How do you plan to keep them separate and keep track of them all? How would you have your students keep track of them?
- **Lesson materials:** Depending on the subject matter you will be teaching, keeping track of lesson materials can present its own set of organizational concerns. List five or six different types of lesson materials you anticipate using in your classroom? Explain how you will keep them organized, how you will distribute them, and how you will store them afterwards.
- **Student work:** Will you grade everything the students do? Why or why not? If you do not grade it how can you ensure it will be a meaningful activity and not just busy work?
- **Administrative reports/paperwork:** Teachers have many administrative duties each day. Processes can vary from school to school and across grade levels. In some cases the reports and/or paperwork is submitted to the office. But in many cases teachers are required to keep up with them. What kind of organizational systems will you use to record attendance, lunch counts, snack money, federal information forms, permission slips, parent notes, and in-service materials?

Do not forget to jot down one organizational idea per card based on your observations in your box of tricks.

### Learn About Classroom Arrangement

Read the following in *Classroom Management for Elementary Teachers*:

- chapter 1 ("Organizing Your Classroom and Supplies") (pay attention to Figures 1.3 and



1.4)

or

- 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

Read the overview and view the video "Classroom Arrangements (Elementary, Middle, Secondary)," found in your [CourseCompass](#) course for FTC5. Click on link entitled "Classroom Arrangements (Elementary, Middle, Secondary)."

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

## **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.

### **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 log in to [CourseCompass: MyLabSchool](#) and click on "Foundations of Teaching Pre-Clinical Experience (PCE) Videos."

Secondary candidates will use Teachscape.

*Note: You may need to download or update the [Quicktime](#) software of your computer in order to view the material.*

**Elementary:**

MyLabSchool Video Directions:

1. Go to the CourseCompass URL above.
2. Click on "Log in" on the right side of the screen.
3. Enter your log-in name and password, and then click "Log In."

*Note: If you do not know your CourseCompass log-in information, contact your mentor.*

4. In the left column, find the heading "Courses," then scroll down and click on "MyLabSchool."

*Note: It will be in bold letters.*

5. In the new window that opens, find the blue navigation bar on the left and click on "MyLabSchool."
6. Select the group of videos for the Foundations of Teaching domain.
7. Select the video title "The Conflict Resolution."

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

**Secondary:**

Teachscape Directions:

1. Access the following Teachscape module: [Secondary Classroom Management](#)
2. Scroll the sid 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.

Post your responses to the message board for this topic.

**Student Success Committee**



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

- chapter 9 ("Managing Problem Behaviors")

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

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

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

Choose two of the following students for which 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. Share one on the message board for this topic.

### **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 behavior 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?

### Reprimands/Positive Interaction

This topic will discuss fostering a positive and safe classroom environment.

#### Box of Tricks: Positive Environment

Write a top 10 list of teacher behaviors and attitudes that promote a sense of caring in the classroom.

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?

Develop a top 10 list of teacher behaviors and attitudes that promote a sense of caring in the classroom. Discuss each of the behaviors and attitudes to justify inclusion on the list. Which will you add to your box?

#### Connecting With Kids

Read the following in *Effective Teaching Methods*:

- pages 159-170

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.

Student Traits	Student Interests	Student Charaacteristics

#### 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 "Assessing Young Children's Social Competence." Discuss major differences between your list and the one in the article with your fellow teacher candidates by posting to the message board for this topic.

### **Substitute Notebook**

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

- chapter 6 ("Managing Cooperative Learning Groups")
- pages 137-147

or

Read the following in *Classroom Management for Elementary Teachers*:





- chapter 6 ("Managing Cooperative Learning Groups")
- pages 150-156 .

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:

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

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

## **Routines**

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

### **Homework Routine**

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

- chapter 2 (Elementary Teachers "Establishing Classroom Rules and Procedures") (Middle and High School Teachers "Choosing Rules and Procedures")
- chapter 3 (Elementary Teachers "Procedures for Managing Student Work") (Middle and High School Teachers "Managing Student Work")

Consider the following scenario:

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

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

What are the overall benefits of setting and maintaining routines? Add suggestions for how Ms.



B. can reinforce this new routine and how it can affect behavior. Record your routine in your journal/notebook and share it on the message board for this topic.

## **Influences on Learning / Motivational Procedures**

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

### **Classroom Observation**

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

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

View the video that accompanies chapter 12 in the text entitled "*Essential Teaching Skills in an Urban Classroom*," found in your [CourseCompass](#) course for FTC5. Click on the link entitled "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**

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* (as appropriate for your program):

- Chapter 6 ("Managing Cooperative Learning Groups")

View the video "Cooperative Learning (Elementary, Math)," found in your [CourseCompass](#) course for FTC5. Click on the link entitled "Cooperative Learning (Elementary, Math)." Read the overview and view the clip. You may complete the questions associated with this video.

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

### **Cooperation**

In your PCE and 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.

<b>Cooperative Grouping Rubric Worksheet</b>		
<b>Score</b>	<b>Description</b>	<b>Your Notes:</b>
<b>4</b>	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.	
<b>3</b>	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.	
<b>2</b>	Teacher gave vague or confusing directions. Some students had	



	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**

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

- "Checklist 6" on page 129

or

Read the following in *Classroom Management for Elementary Teachers*:

- pages 141-142

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

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

- pages 137-143

**Motivation Video**



Access part II of *Motivating Today's Learner* and view the following:

- Section 11, program one: "Motivate Students Through Quality and Equity"

In your notebook, develop a list of hints for using rewards effectively, and use the matrix below to compare and contrast several theories of motivation.

*Note: You may select theories other than those listed below.*

	<i>Behavioral Theory</i>	<i>Maslow's Hierarchy</i>	<i>Expectancy Theory</i>
<i>Premise of Motivation</i>			
<i>Elements</i>			
<i>Strategies for Motivating Students</i>			
<i>Example</i>			

**Active Learning: Enhancing Motivation**

View the video "Active Learning" found in your [CourseCompass](#) course for FCT5. Click on link entitled "Active Learning." Read the overview and view the clip. Complete the questions associated with this video.

**Instructional Influences**

Access part II of *Motivating Today's Learner* and view the following:

- Section 13, program four: "Engage All Learners: Anticipatory Set"

What is the purpose of the anticipatory set? How should it relate to learning objectives? What methods can be used to present the anticipatory set? Answer these questions in your notebook. Save them for reference and for use as you complete the next activity.

**Presentation Skills**

Access part II of *Motivating Today's Learner* and view the following:

- Section 14, program five: "Engage All Learners: Presentation Skills"

In your notebook, write a top 10 list of presentation skills you will use as a teacher to help gain attention and maintain student engagement in the learning process. Share your list on the message board for this topic and comment on the list of one other peer.

**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.

Post your responses to the discussion thread "Motivating Students." In addition, find other students' GRP responses and comment on their reflection.

### **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 your classroom.
- 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.

## **Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

### **Assessment Information**

The activities in this course of study have prepared you to complete the FTC5 objective assessment. If you have not already completed the assessment, you will do so now.

#### **Assessing Objective Assessments**

Complete the following objective assessment:

- FTC5

For directions on how to receive access to objective assessments, see the "[Assessing Objective Assessments](#)" page.

## **Feedback**

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

- [Course Feedback](#)

### **ADA Requirements**

Please review the [University ADA Policy](#).