

POST-BACCALAUREATE TEACHER PREPARATION IN MATHEMATICS FOR GRADE 5-9 TEACHERS

STUDENT PROGRAM GUIDE

The Post-baccalaureate Teacher Preparation Program-Mathematics (5-9) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5 - 9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a substantial background in mathematics and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike in traditional universities, WGU does not award degrees based upon credit hours or upon a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you are weak. For that, WGU has a rich array of learning resources that you may engage, under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through Courses of Study that are designed to lead you through the content that you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, by accumulating wisdom through years of life experience, or, indeed, by taking a course on a particular subject. But WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by: (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The University's accreditation status is now managed by the Northwest Commission on Colleges and Universities. The University is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Academic Action Plan (AAP)

The focus of your program is your Academic Action Plan (AAP). The AAP is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends upon both the amount of new information to be learned and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter area and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15-20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your Mentor form a profile of your prior knowledge and experience for use in creating your AAP.

WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, community mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by email or phone, your mentor will be your “point person” of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and those you need to work on; this will become your personalized AAP. Your mentor will suggest the best learning resources for you (courses, texts, independent study modules, etc.) in your AAP for each major component of your degree. As you proceed through your academic program, your mentor and you will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your AAP, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours, and webinars. As a WGU student, you will have access to your own personal MY.WGU portal that provides a gateway to learning communities and program communities where you will have these interactions as well as interactions with other students. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a *Student Success Associate* to help you and your mentor solve any special problems that may arise.

Education Without Boundaries

Education Without Boundaries (EWB) is a required introductory course that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats and other activities to connect with other students in your program. During the EWB course you will be introduced to your mentor and you will develop your Academic Action Plan.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based upon credits but upon demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based upon the degree program.

The following transfer guidelines also generally apply to graduate programs: Graduate domains (i.e. subject areas) cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based upon the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember: WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you learned them. Even when you don't directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Satisfactory Academic Progress and Continuous Enrollment

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your "terms" are six months long and your first term will begin the first day of the month that you enrolled in the EWB introductory course. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Academic Action Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "satisfactory academic progress (SAP)." If you are a financial aid student, SAP will be particularly important because you must make SAP in order to maintain eligibility for financial aid. We measure your progress based on the assessments you are able to pass, not on the accumulation of credit hours or course grades. Every time you pass an assessment you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a "B" grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as twelve competency units.

We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. Graduate students must enroll in at least 8 competency units each term and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing you must complete at least 67% of the units you attempt. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so we will discuss it in greater detail with you during the EWB introductory course and your mentor will provide additional guidance.

Assessments

Your AAP will include the assessments to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge via the following assessments:

Performance Assessments contain, in most cases, multiple tasks such as scored assignments, projects, essays, and research papers. Performance Assessments contain detailed instructions and rubrics for completing each assigned task and are submitted via TaskStream, an online project management and grading tool. Performance assessments also include observations and reflections of videotaped and real classroom situations. These pre-clinical experience performance assessments provide reflection instruction and enable students to analyze teaching and learning in real classroom situations and apply pedagogical knowledge.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple selection items, matching, short answer, drag and drop, and point and click item types, as well as case study and video based items.

Essay Assessments are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

Observations are used to measure your ability to perform the skills you have acquired during your time at WGU. These classroom observations occur during the Demonstration Teaching experience and are conducted and evaluated by a trained local Clinical Supervisor.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at 8 units per term, would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the time commitment you can make and your determination to proceed at a faster rate.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at eight units per term, for the program for a student who has no transfer units would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, the time commitment you can make, and your determination to proceed at a faster rate.

The standard path on the following page lists the required liberal arts competencies. Your previous courses in these areas will be evaluated for transfer of credit (TOC). You will be notified which competencies have been met by TOC and which ones you need to complete.

STANDARD PATH FOR POST-BACCALAUREATE TEACHER PREPARATION, MATHEMATICS (5-9)

CODE	ASSESSMENTS	CUs	TERM
EWOB	Education Without Boundaries	1	1
FST5	Schools and Society	2	
FHT5	Human Development and Learning	2	
FDT5	Diversity and Inclusion	2	
FCT5	Classroom Management	2	
FTT5	Testing	2	2
FTC5	Foundations of Teaching Practice Integration	4	
EIT5	Instructional Planning and Strategies	2	
ETT5	Instructional Presentation and Follow-Up	4	
EIO5	Instructional Planning, Strategies and Presentation Integration	2	3
MVT5	Specific Teaching Practices Part I: Mathematics Teaching Topics	2	
MPT5	Specific Teaching Practices Part II: Mathematics History & Contributions	2	
MJT5	Specific Teaching Practices Part III: Mathematics Technology	2	
MJC5	Specific Teaching Practices Part IV: Mathematics Pedagogy	2	
DCS4	Cohort Seminar	3	4
STT1	Supervised Teaching Practicum, Observations 1 & 2	3	
SUT1	Supervised Teaching Practicum, Observation 3 & Medium	3	
SVT1	Supervised Teaching Practicum, Observations 4 & 5	3	
SWT1	Supervised Teaching Practicum, Observation 6 & Final	3	
POP4	Professional Portfolio	6	

In this example, the program will take four terms for the student to complete. The standard path shown above lists the assessments and the associated competency units by term, but that is only half the story. The AAP will include greater detail about the courses of study including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the courses and other learning resources needed to prepare for the required assessments. Some of the classes are taught through outside education providers with whom WGU has made arrangements. The education providers include universities, colleges, training companies, and other learning providers. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your AAP as your mentor has scheduled them. In some instances, the learning materials you use may be independent learning resources (ILRs) such as textbooks, modules, study guides, or tutorials. Some resources (e.g., textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

THE AREAS OF STUDY WITHIN THE POST-BACCALAUREATE TEACHER PREPARATION, MATHEMATICS (5-9) PROGRAM

The content of the WGU Post-Baccalaureate Teacher Preparation - Mathematics (5-9) derives from research on effective instruction as well as national and state standards. It provides the knowledge and skills that enable teachers to perform effectively in diverse classrooms. The Post-baccalaureate Teacher Preparation – Mathematics (5-9) program content and training processes are consistent with the accountability intent of the *No Child Left Behind Act* of 2001. The degree program is focused on the preparation of ‘highly qualified’ teachers. As described in the federal legislation, a ‘highly qualified’ teacher is one who not only possesses full state certification, but also has solid content knowledge of the subject(s) he or she teaches. The hallmarks of our program include: (a) appropriate and rigorous subject-matter preparation, (b) scientifically-based pedagogical course preparation, and (c) clinical field experiences in which Teacher Candidates are supervised by trained coaches.

The following section includes the larger domains of knowledge followed by the subject-specific sub-domains of knowledge, their associated assessments (followed by the four-character code that is used to identify the assessment), and sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills and abilities required in each area of the degree. Please note that the learning resources included in the following sections are sample resources that will vary based on your own academic action plan and the resources current at the time you enroll in the program. Learning resources and the AAP are dynamic so you need to review your AAP and seek mentor advice regarding the resources before you purchase them.

Foundations of Teaching Domain

The Foundations of Teaching domain contains competencies underlying our knowledge about children, learning, and teaching. As you begin to work in the Foundations of Teaching Domain, your mentor will assess your readiness to begin state-required content knowledge testing needed for certification. Your mentor will also assist you in beginning the process of application and acceptance into the two different components of WGU field experiences, the Pre-clinical Experiences (PCE) and Demonstration Teaching (DT). Video-based Pre-clinical field experiences are embedded in the performance assessments of the Foundations of Teaching Domain and require observation, analysis and reflection based on real classroom situations (in-class PCE will take place in a school near you when you start work on the Effective Teaching Practices Domain).

You may **not** transfer credits or prior years of teaching experience from other institutions to meet requirements of the Foundations of Teaching Domain. In the first six months of working in the Foundation of Teaching Domain, you must also register for and pass a Basic Skills Test. Many states require such a test for licensure, and you will need to take the one applicable to your state. For states with no specific Basic Skills Test, you will sign up for and take the Praxis 1 exam. More information about the Basic Skills requirement is available from your mentor and in the student handbook/knowledge base at www.wgu.edu/sh.

Foundations of Teaching Assessments	Sample Learning Resources
Schools and Society: Focuses on fundamental knowledge about the field of education including education and teaching standards; legal rights and responsibilities; and the history and organization of education.	
Schools and Society (FST5): Performance assessment.	<p><i>Foundations of Teaching: Schools & Society Learning Community and Course of Study</i> which includes the following textbook:</p> <p>Kauchak, D. and Eggen, P. (2008). <i>Introduction to Teaching: Becoming a Professional</i> (3rd Edition). Upper Saddle River, NJ: Pearson</p>
Human Development and Learning: Content relates to various dimensions of child development (e.g., cognitive, social, emotional, physical, cultural); learning theory and conditions of learning; influences on learning; and the impact of various developmental influences on instruction.	
Human Development and Learning (FHT5): Performance Assessment.	<p><i>WGU Guide to Human Development and Learning</i> which includes the following textbooks:</p> <p>Slavin, R. (2009). <i>Educational psychology: theory and practice</i>. (9th ed.).</p> <p>Garguilo, R. (2006). <i>Special education in contemporary society: An introduction to exceptionality</i>. (2nd ed.).</p>
Diversity and Inclusion: Content deals with exceptionalities, legal rights of students with disabilities, inclusion tactics, multiculturalism, bilingual education and at-risk factors.	
Diversity and Inclusion (FDT5): Performance assessment.	<p><i>FOT: Diversity and Inclusion Learning Community and Course of Study</i> which includes the following textbooks:</p> <p>Garguilo, R. (2006). <i>Special education in contemporary society: An introduction to exceptionality</i>. (2nd ed.).</p> <p>Gollnick, D., & Chinn, P. (2009). <i>Multicultural education in a pluralistic society</i>. (8th ed.).</p> <p>Gunning, T. (2008). <i>Creating literacy instruction for all students</i>. (6th ed.).</p>
Testing: Content addresses evaluating, selecting, developing, and administering assessments; analyzing, diagnosing, and reporting assessment results; and using results to plan and improve instruction.	
Testing (FTT5): Performance Assessment.	<p>Canter and Associates: <i>Designing Assessment to Promote Learning</i>.</p> <p><i>FOT: Testing Learning Community and Course of Study</i> which includes the following textbooks:</p> <p>Linn, R., & Miller, M. (2009). <i>Measurement and assessment in</i></p>

	<p><i>teaching</i>. (10th ed.).</p> <p>Slavin, R. (2009). <i>Educational psychology: theory and practice</i>. (9th ed.).</p>
<p>Classroom Management: Content includes competencies related to establishing and managing a classroom environment (e.g., organizing physical space, organizing time, behavior/academic expectations, social environment, culture for learning) and managing behavior (i.e., principles for changing behavior, establishing/managing systems for classroom behavior management, systems for individual behavior change).</p>	
<p>Classroom Management (FCT5): Performance Assessment.</p>	<p>Canter and Associates: Classroom Management for New Teachers/Motivating Today's Learner.</p> <p><i>FOT: Classroom Management Learning Community and Course of Study which includes the following textbooks:</i></p> <p>Borich, G. (2007). <i>Effective teaching methods</i>. (6th ed.).</p> <p>Evertson, C., Emmer, E., & Worsham, M. (2009). <i>Classroom management for elementary Teachers</i>. (8th ed.).</p> <p>Jones, V., & Jones, L. (2004). <i>Comprehensive Classroom Management: Creating Communities of Support and Solving Problems</i>. (7th ed.).</p> <p>Slavin, R. (2009). <i>Educational psychology: theory and practice</i>. (9th ed.).</p>
<p>Foundations of Teaching (FTC5): Proctored, computer-based comprehensive objective exam. The FTC5 is a comprehensive exam assessing the student's knowledge of the sub-domains listed above. Completing readings, modules, and study tips as you work through the Course of Study and participating in discussions in the FOT Learning Community help prepare you for the FTC5 Competency Exam.</p>	

Effective Teaching Practices Domain

The Effective Teaching Practices domain deals with knowledge and skills related to how to teach. All competencies in this domain are derived from research. While you are engaged in the learning opportunities of Effective Teaching Practices, you will also participate in Pre Clinical Experiences (PCE) that now go beyond the FOT video cases to actual teaching experiences in real classroom situations. You will apply for, and be given approval, by the Field Experiences Office to do your Pre Clinical Experiences in a school. PCE takes place prior to your actual Demonstration Teaching (DT) (student teaching) and will require you to spend time in a school completing various required tasks. While you are completing your Effective Teaching Practices domain, you will be assigned a placement specialist who will work to place you in an appropriate classroom for your Demonstration Teaching as you approach that point.

As you continue your work in this domain, you must pay careful attention to the cohort requirements and deadlines pertaining to your specified Demonstration Teaching entry date. Your final acceptance into your desired DT cohort will be approved only when you have met all the requirements. Your mentor and the Field Experiences office will help you through this process. An additional fee is required prior to beginning Demonstration Teaching (the fee, except for the DT application fee, can be covered through the use of financial aid proceeds). This fee covers the cost of in-classroom clinical supervision. You may **not** transfer credits or prior years of teaching experience from other institutions to meet requirements of the Effective Teaching Practices Domain.

Effective Teaching Practices Assessments	Sample Learning Resources
<p>Instructional Strategies and Approaches: Content refers to curriculum design and evaluation; lesson planning and materials development; adapting instruction, accommodating diverse learners, and using technology to facilitate learning. Additional content deals with empirically-based methods of teaching, both general case (e.g., learning strategies) and content specific (e.g., reading methods).</p>	
<p>Instructional Planning & Strategies (EIT5): Performance assessment.</p>	<p>Canter and Associates: Designing Curriculum, Instruction, Assessment/Instructional Models, and Strategies.</p> <p><i>ETP: Instructional Planning and Strategies Learning Community and Course of Study which includes the following textbooks:</i></p> <p>Borich, G. (2007). <i>Effective teaching methods</i>. (6th ed.).</p> <p>Gunning, T. (2008). <i>Creating literacy instruction for all students</i>. (6th ed.).</p> <p>Slavin, R. (2009). <i>Educational psychology: theory and practice</i>. (9th ed.).</p>
<p>Instructional Presentation and Follow-up: Content relates to explicitly teaching skills and information to children.</p>	
<p>Instructional Presentation and Follow-Up (ETT5): Performance assessment.</p>	<p>Canter and Associates: Designing Curriculum, Instruction, Assessment/Instructional Models, and Strategies.</p> <p>Borich, G. (2007). <i>Effective teaching methods</i>. (6th ed.).</p> <p>Slavin, R. (2009). <i>Educational psychology: theory and practice</i>. (9th ed.).</p> <p>Evertson, C., Emmer, E., & Worsham, M. (2009). <i>Classroom management for elementary teachers</i>. (8th ed.).</p> <p>Gunning, T. (2008). <i>Creating literacy instruction for all students</i>. (6th ed.).</p>
<p>Instructional Planning, Strategies & Presentation Integration (EIO5): Proctored, computer-based comprehensive objective exam. The comprehensive exam will assess the student's knowledge of the sub-domains listed above. Completing readings, modules, and study tips as you work through the Courses of Study and participating in the ETP Learning Community will help prepare you for the EIO5 Competency Exam.</p>	
<p>Specific Teaching Practices: Content focuses on the effective teaching of mathematics in grades 5-12.</p>	
<p>Specific Teaching Practices: Mathematics Teaching Topics (MVT5) Part I: Performance assessment.</p>	<p>Pearson Achievement: Teaching Mathematics in Grades 5-12.</p> <p>Posamentier, A. S., Smith, B. S., Stepelman, J. (2006). <i>Teaching Secondary Mathematics: Techniques and Enrichment Units (7th ed.)</i>.</p> <p>Van De Walle, J. (2004). <i>Elementary and Middle School Mathematics: Teaching Developmentally (5th ed.)</i>.</p> <p>Eves, H. (1990). <i>An introduction to the history of mathematics</i> (6th ed.).</p>
<p>Specific Teaching Practices Part II: Mathematics History & Contributions (MPT5): Performance assessment.</p>	
<p>Specific Teaching Practices Part III: Mathematics Technology (MJT5): Performance assessment.</p>	
<p>Specific Teaching Practices Part IV: Mathematics Pedagogy (MJC5): Proctored, computer-based comprehensive objective exam.</p>	

Demonstration Teaching Domain

The Demonstration Teaching Domain deals with the competencies a prospective teacher must demonstrate when teaching. Before beginning Demonstration Teaching, a number of requirements must be completed. These include a background check, standardized content examinations, a dispositions inventory, as well as having completed all the above academic requirements.

Demonstration Teaching is a full-time, in-classroom, supervised experience required of all Teacher Candidates. The Demonstration Teaching phase of a Teacher Candidate's program includes a series of classroom performance observations designed to gather data about your actual performance skills. A WGU Clinical Supervisor (an experienced educator who lives and works near your teaching location) will observe you on multiple occasions—we require at least six weekly observations—and evaluate you in accordance with published checklists and observation rubrics. In addition, where authorized, principals may provide one or more independent observations of WGU Candidates. The Clinical Supervisors submit the results to WGU for review and recording. During your time in Demonstration Teaching, you will participate in a weekly cohort session via conference call. Your cohort is comprised of a group of students teaching at about the same grade level led by a facilitator. Your cohort facilitator will guide and support you through the Demonstration Teaching processes. For questions specifically related to placement for Demonstration Teaching, please contact the Demonstration Teaching Team at wgudt@wgu.edu. You will be required to complete the following assessments:

Demonstration Teaching Assessments

Cohort Seminar (DCS4): Addresses information about schools (e.g., finance, law), professional behavior, and other common job-related expectations (committee work, reporting, etc.).

Supervised Teaching Practicum (STT1, SUT1, SVT1, SWT1): Includes a series of classroom performance observations gathered across time that serve as comprehensive performance data about the candidate teacher's skills.

Professional Portfolio (POP4): The Professional Portfolio is a written document containing a comprehensive Teacher Work Sample. It provides direct evidence of the Teacher Candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

California Teacher Candidates

Effective July 1, 2008 teacher candidates matriculating in a WGU teacher licensure program and seeking licensure in California will be required to pass the California Teacher Performance Assessment (TPA). This consists of four performance tasks which will ask you to plan and give instruction for elementary or secondary classes; teacher candidates will also be asked to develop and administer assessment plans. In addition, WGU Students will demonstrate how to adapt instruction and assessments to accommodate the needs of English language learners and students who are instructionally challenged. WGU will facilitate the completion of this credentialing requirement concurrent with the teacher candidate's completion of program assessments in the Effective Teaching Practices and Demonstration Teaching Domains. California students will receive guidance and support on the TPA from participation in the CATPA Community during their program.

External Content Exams

Prior to graduation, WGU requires that students pass the Praxis II content exam that aligns with their WGU program AND any additional content exams required for teacher licensure by their state. The state-required content exam or the PRAXIS II must be taken prior to Demonstration Teaching and in accordance with the pre-clinical experiences and DT application process timelines. Specific information regarding the Praxis II exam

required for each program can be found in the WGU Student Handbook. It is the student's responsibility to register and pay for the required exams and submit their official passing scores reports to Western Governors University.

State Licensure Requirements

In addition to the degree requirements of your program, many states have specific licensure requirements that are not part of WGU programs. These might include but are not limited to subject-specific licensure exams, performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the section applicable to become familiar with their state's expectations regarding licensure.

Need More Information? WGU Student Services

You may also contact the Student Services office by email at studentservices@wgu.edu or by phone at 1-866-903-0110 **Monday through Friday from 6:00am to 8:00pm, MT, and Saturday from 9:00am to 1:00pm, MT**, for general student questions or concerns and the service desk for technical support issues by accessing the "HELP" tab at <http://my.wgu.edu> or by phone at 1-877-HELP-WGU (435-7948). **The WGU IT Service Desk is open Monday through Friday from 6:00am to midnight, MT, and Saturday and Sunday from 10:00am to 7:00pm, MT.** For other University services you can visit the student portal at <http://my.wgu.edu> for the most current information regarding WGU support services and contact information for individual WGU staff.

ADDENDUM

Competency in Mathematics (5-9)

WGU assures prospective employers as well as demonstration teaching host schools that our students are competent in all mathematics content areas required by the National Council of Teachers of Mathematics (NCTM). Applicants intending to teach mathematics at the middle grades (5-9) level are required to possess the equivalent of a minor in mathematics. Applicants whose transcripts reveal lack of preparation in any of these areas may both gain and demonstrate that preparation by engaging the learning resources and by passing the competency assessments in the Mathematics Graduate Preparatory Program. This program is comprised of the competency assessments and learning resources listed below. Financial aid is available for this program for one year only. The full program must be completed in no more than two academic terms. Upon demonstration of competency in all of the areas of deficiency, the applicant will proceed into the regular Post-Baccalaureate or MAT in Mathematics, 5-9 program in the following term.

The standard path below outlines all competency areas in which the applicant must demonstrate competency through transcripts or assessment. The length of time it takes to complete this program will differ depending on the number of competency areas required to complete.

CODE	COURSE OF STUDY	CUs
EWOB	Education Without Boundaries	1
GAC1	Finite Mathematics	2
GAT1	Finite Mathematics Applications	1
GBC1	College Algebra	3
GBT1	College Algebra Applications	1
GEC1	Probability and Statistics I	1
GET1	Probability and Statistics I Applications	2
GCC1	Pre-Calculus	2
GCT1	Pre-Calculus Applications	1
GFC1	Calculus I	2
GFT1	Calculus I Applications	2
GGC1	Calculus II	2
GGT1	Calculus II Applications	2
GDC1	College Geometry	1
GDT1	College Geometry Applications	2
GHC1	Linear Algebra	2
GHT1	Linear Algebra Applications	2

The following section includes the larger domains of knowledge followed by the subject-specific sub-domains of knowledge, their associated assessments (followed by the four-character code that is used to identify the assessment), and sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills and abilities required in each area of the degree. Please note that the learning resources included in the following sections are sample resources that will vary based on your own academic action plan and the resources current at the time you enroll in the program. Learning resources and the AAP are dynamic so you need to review your AAP and seek mentor advice regarding the resources before you purchase them.

Middle School Mathematics Content Domain

T This domain focuses on the following areas of mathematics: Number Systems and Algebraic Structures—This sub-domain focuses on the real number system and its relationship to important algebraic structures, the complex numbers, and linear algebra; Geometry & Measurement—This sub-domain focuses on synthetic, analytic, and

transformational geometries and their relationship to measurement, including a study of formal geometric reasoning and proofs; Statistics and Probability—This sub-domain focuses on the uses of probability and statistics, the relationship between them and sampling and inference, and understanding predictions; Pre-calculus and Calculus—In this sub-domain, students will study the principles of trigonometry, logarithmic, polynomial, and rational functions, mathematical modeling, limits, continuity, differentiation, integration, and applications of the calculus to mathematics and the sciences.

Middle School Math Content Assessments	Sample Learning Resources
Finite Mathematics (GAC1): Proctored, computer-based objective assessment.	
Finite Mathematics Applications (GAT1): Performance assessment.	Blitzer, R. (2008) Thinking Mathematically, 4th ed.
Finite Mathematics Applications (GAT1): Performance assessment.	Blitzer, R. (2007) Algebra & Trigonometry, 3rd ed.
College Algebra (GBC1): Proctored, computer-based objective assessment.	Larson, R., & Hostetler, R.P. (2007). Precalculus, 7th ed.
College Algebra Applications (GBT1): Performance assessment.	Venema, G.A. (2006). Foundations of Geometry.
Probability and Statistics I (GEC1): Proctored, computer-based objective assessment.	Honors Geometry--Self Study, by Stanford EPGY
Probability and Statistics I Applications GET1): Performance Assessment.	Thinkwell: Geometry
Pre-Calculus (GCC1): Proctored, computer-based objective assessment.	Thomas, Jr, G.B., Weir, M.D., Hass, J. and Giordano, F.R. (2008). Thomas's Calculus, Early Transcendentals, Media Upgrade, 11th ed.
Pre-Calculus Applications (GCT1): Performance assessment.	
Calculus I (GFC1): Proctored, computer-based objective assessment.	Thinkwell: Calculus 1 & 2
Calculus I Applications (GFT1): Performance assessment.	Calculus 1 & 2, by Stanford EPGY
Calculus II (GGC1): Proctored, computer-based objective assessment.	Triola, M.F. (2006). Elementary Statistics, 10th ed.
Calculus II Applications (GGT1): Performance assessment.	
College Geometry (GDC1): Proctored, computer-based objective assessment.	Rosen, K. (2007). Discrete Mathematics and its Application, 6th ed.
College Geometry Applications (GDT1): Performance assessment.	Lay, D.C. (2006). Linear algebra and its applications, 3rd ed.
Linear Algebra (GHC1): Proctored, computer-based objective assessment.	Linear Algebra--Self Study, by Stanford EPGY
Linear Algebra Applications (GHT1): Performance assessment.	