



Program Guidebook

Master of Science, Special Education

The Master of Science in Special Education is a competency-based program that enables students to earn a Master of Science in Special Education degree online. The M.S. in Special Education includes content knowledge related to teaching special education K-12 as well as research, instructional design, and performance improvement. The M.S. in Special education program also includes two Capstone experiences: 1) a 240-hour in-class supervised teaching practicum: MS SPED Teacher Work Sample Written Project/Practicum I and 2) the MS SPED Teacher Work Sample Oral Defense/Practicum II which provide students with opportunities for practical application at advanced levels in special education classrooms. The most important aspect of this program is that it provides an avenue for professionals currently engaged in a teaching career, whose content and pedagogy backgrounds are significant, to serve in our country's elementary, middle, and high schools by teaching in special education in grades K-12. In order to matriculate into the M.S. Special Education degree, students must have a valid teaching certificate and be highly qualified as defined by the "Highly Qualified Teachers" component of the No Child Left Behind (NCLB) Act.

Understanding the Competency-Based Approach

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

Progress through your degree program is governed not by classes but by satisfactory completion of the required courses 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 may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your student mentor. You will work closely with your mentor to schedule your program for completing the courses. You will also work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass the assessment(s) for each course.

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 skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or, indeed, taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours 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 (NWCCU). The WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn 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 students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they may 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 need to devote more time. For this reason, you will complete preassessments to help your mentor form a profile of your prior knowledge and experience for use in creating your personalized Degree Plan.

WGU's Mentoring Approach

The mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your student mentor, course mentors, and other support staff. Your student mentor will meet with you on a regular basis and take an active role and a personal interest in your success. Your student mentor will be your point of contact throughout your program and will be available to communicate with you via e-mail or phone. Your mentor will help you set weekly study goals, guide you to learning materials, help you understand what to expect in courses, and motivate you to work hard to complete your program. When you have questions or concerns, your mentor will help you resolve them.

As you work on each course, you will also be assigned course mentors. These course mentors are content experts who can discuss your learning for the course, help you find answers to content questions, and help you navigate the course successfully. Your course mentors are available to meet with you individually to provide personal support. You can also communicate with them by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

Working closely with your own personal mentoring team will help you engage in the learning process and be a successful student while at WGU.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal myWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will have interactions with faculty and other students.

The resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by content experts. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services Associates to help you and your mentor solve any special problems that may arise.

Orientation

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation." Within the Teachers College, there may be additional courses to meet state requirements.

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive 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 obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your student mentor will review the progress you have made and revise your Degree 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 "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have

demonstrated competency equivalent to a “B” grade or better.

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. 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. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

External Content & Basic Skills Exams

Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program in addition to a basic skills exam (initial licensure programs only). Specific information regarding required content and basic skills exams required for each program and state can be found in the WGU Student Handbook. In many cases, it is the candidates’ responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

State Licensure Requirements

Many states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to: subject-specific licensure exams, state-specific teacher 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 applicable section to become familiar with their state’s expectations regarding licensure.

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you're developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU. It includes a list that can be referenced to determine the mobile friendliness of all core course materials used in a program.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

Standard Path *for* Master of Science, Special Education

Course Description	CUs	Term
Introduction to Special Education, Law and Legal Issues, Policies and Procedures	3	1
Psychoeducational Assessment Practices and IEP Development/Implementation	3	1
Behavioral Management and Intervention	3	1
Instructional Models and Design, Supervision and Culturally Responsive Teaching	2	2
Foundations of Instructional Design	2	2
Issues in Instructional Design	2	2
Instructional Design Production	2	2
Research Foundations	2	3
Research Questions and Literature Review	2	3
Research Design and Analysis	2	3
Research Proposals	2	3
MS SPED Teacher Work Sample	6	4

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. As these changes are implemented, WGU will ensure that the length of the student's degree program (i.e., total competency unit requirements) will not increase and that competency units already earned will be applied to the updated program version. When program requirements are updated, students returning from term break or returning after withdrawal from the university will be expected to re-enter the updated version of the program.

Areas of Study for Master of Science, Special Education

The following section includes the areas of study in the program, with their associated courses. 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. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Special Education

Introduction to Special Education, Law and Legal Issues, Policies and Procedures

Introduction to Special Education, Law and Legal Issues, Policies and Procedures introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, the No Child Left Behind Act, FAPE (free, appropriate public education), and least restrictive environments.

This course covers the following competencies:

- *Understanding Exceptionalities*
- *The graduate applies relevant state and federal laws, and legal and ethical considerations to situations involving the operation and management of special education programs in public and private schools, and issues pertinent to special education, such as the role of special education in general education, placement practices, and distinguishing procedural and substantive rights of children with disabling conditions, and can articulate recent decisions made in special education law as to the precedents set, and utilize the tools necessary to interpret the statutory and regulatory law pertaining to the various public laws.*
- *The graduate utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and applies theoretical constructs to special education in tracing the ways in which students with disabilities are served from pre-referral through post secondary and community-based options including screening, transition and record maintenance.*
- *Delivery of Services to Students with Disabilities*
- *Legal and Societal Issues*

Psychoeducational Assessment Practices and IEP Development/Implementation

Psychoeducational Assessment Practices and IEP Development/Implementation prepares students to apply knowledge the IEP as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps students gain fluency in their understanding of the 13 disability categories, assessment, curriculum, and instruction.

This course covers the following competencies:

- *The graduate utilizes state statutes, policies, and procedures, and the federal regulations of IDEA in professional and ethical practices, and can apply theoretical constructs to special education in tracing students with disabilities from prereferral through post secondary and community-based options including screening, transition, and record maintenance.*
- *Curriculum*
- *Instruction*
- *The graduate is capable of administering and interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.*
- *Professional Roles/Issues and Literature*

- *The graduate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships, and encourages families' involvement in their children's education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents; other regular and special education teachers; school administrators and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.*
- *Managing the Learning Environment*
- *The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.*
- *Assessment*

Behavioral Management and Intervention

Behavioral Management and Intervention explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

This course covers the following competencies:

- *The graduate accurately applies the theory and principles of behavior and applied behavioral analysis, as well as important variables of behavior, to effectively intervene, initiate, maintain, and generalize behavior change.*
- *The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.*
- *The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment) and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior.*

Instructional Models and Design, Supervision and Culturally Responsive Teaching

Instructional Models and Design, Supervision and Culturally Responsive Teaching helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

This course covers the following competencies:

- *Structuring and Managing the Learning Environment*
- *The graduate accurately applies the theory and principles of behavior and applied behavioral analysis, as well as important variables of behavior, to effectively intervene, initiate, maintain, and generalize behavior change.*
- *Curriculum and Instruction*
- *The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.*
- *The graduate applies relevant state and federal laws, and legal and ethical considerations to situations involving the operation and management of special education programs in public and private schools, and issues pertinent to special education, such as the role of special education in general education, placement practices, and distinguishing procedural and substantive rights of children with disabling conditions, and can articulate recent decisions made in special education law as to the precedents set, and utilize the tools necessary to interpret the statutory and regulatory law pertaining to the various public laws.*

- *The graduate utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and applies theoretical constructs to special education in tracing the ways in which students with disabilities are served from pre-referral through post secondary and community-based options including screening, transition and record maintenance.*
- *Assessment*

Instructional Design

Foundations of Instructional Design

Foundations of Instructional Design provides an overview of how to select the most appropriate learning theories, design processes, and instructional strategies based on learner audience, instructional setting, and current and desired state of learning.

This course covers the following competencies:

- *The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.*
- *The graduate conducts a needs analysis to determine needs and interests of learners.*
- *The graduate facilitates the development of a variety of techniques to assess learning.*
- *The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.*
- *The graduate examines the important elements of backwards design (understanding by design), teaching for understanding, and Gagne's nine events of instruction to plan instruction.*
- *The graduate explains how different learning theories apply to an instructional setting*
- *The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.*

Issues in Instructional Design

Issues in Instructional Design focuses on learning theories, learner analysis, scope and sequence, instructional strategies, task analysis and design theories, media and technology foundations, and adaptive technologies for special populations for creating effective, well-articulated, and efficient instruction.

This course covers the following competencies:

- *The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.*
- *The graduate examines the important elements of backwards design (understanding by design), teaching for understanding, and Gagne's nine events of instruction to plan instruction.*
- *The graduate explains how different learning theories apply to an instructional setting*
- *The graduate analyzes the population for whom the education program will be created to identify general characteristics that are important when developing instruction.*

Instructional Design Production

Instructional Design Production focuses on the application of a systematic process of instructional design, namely the concepts and procedure for analyzing and designing successful instruction. This course will prepare students to conduct a goal analysis, a process used to identify instructional goals, as well as a task analysis, which is used to determine the skills and knowledge required to accomplish those goals. This course also focuses on writing performance objectives, designing assessments, and developing instruction that incorporates relevant learning theories. Methods for formatively evaluating a unit of instruction are also introduced. There are no prerequisites for this course.

This course covers the following competencies:

- *The graduate applies knowledge of learning theories when selecting instructional strategies that will best assist in the learning process.*
- *The graduate designs an appropriate unit of instruction.*
- *The graduate facilitates the development of a variety of techniques to assess learning.*
- *The graduate develops a logical scope and sequence for an education program and formulates appropriate and measurable program objectives.*
- *The graduate explains how different learning theories apply to an instructional setting*

Research Fundamentals

Research Foundations

The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research; measurement and assessment; and strategies for obtaining warranted research results.

This course covers the following competencies:

- *The graduate applies and justifies appropriate research methods and design in quantitative, qualitative, mixed methods, and action research scenarios to address the research question(s).*
- *The graduate analyzes the key aspects of quantitative research and characterizes the major approaches to quantitative research.*
- *The graduate analyzes the key aspects of mixed methods research and characterizes the major approaches to mixed methods research.*
- *The graduate analyzes the characteristics of research quality and the potential threats to the quality of results in qualitative, quantitative, mixed methods, and action research studies.*
- *The graduate analyzes the key aspects of qualitative research and characterizes the major approaches to qualitative research.*
- *The graduate analyzes different measurement scales and differentiates between reliability and validity, and their subtypes, as they relate to assessments.*
- *The graduate evaluates and selects appropriate basic data analysis techniques for quantitative, qualitative, mixed methods, and action research scenarios.*
- *The graduate develops clear research questions that can be investigated and hypotheses that can be tested with empirical data.*
- *The graduate analyzes ethical issues and identifies appropriate procedures for educational research.*
- *The graduate analyzes the key aspects of action research and characterizes the major approaches to action research.*
- *The graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.*
- *The graduate evaluates the purpose, process, and practice of the generation and justification of knowledge in educational research.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*
- *The graduate completes a research proposal.*

Research Questions and Literature Review

The Research Questions and Literature Reviews course focuses on how to conduct a thorough literature review that

addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer one's research questions and hypotheses.

This course covers the following competencies:

- *The graduate develops clear research questions that can be investigated and hypotheses that can be tested with empirical data.*
- *The graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*

Research Design and Analysis

The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data.

This course covers the following competencies:

- *The graduate applies and justifies appropriate research methods and design in quantitative, qualitative, mixed methods, and action research scenarios to address the research question(s).*
- *The graduate analyzes the key aspects of quantitative research and characterizes the major approaches to quantitative research.*
- *The graduate analyzes the key aspects of mixed methods research and characterizes the major approaches to mixed methods research.*
- *The graduate analyzes the characteristics of research quality and the potential threats to the quality of results in qualitative, quantitative, mixed methods, and action research studies.*
- *The graduate analyzes the key aspects of qualitative research and characterizes the major approaches to qualitative research.*
- *The graduate analyzes different measurement scales and differentiates between reliability and validity, and their subtypes, as they relate to assessments.*
- *The graduate evaluates and selects appropriate basic data analysis techniques for quantitative, qualitative, mixed methods, and action research scenarios.*
- *The graduate analyzes ethical issues and identifies appropriate procedures for educational research.*
- *The graduate analyzes the key aspects of action research and characterizes the major approaches to action research.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*

Research Proposals

Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted.

This course covers the following competencies:

- *The graduate applies and justifies appropriate research methods and design in quantitative, qualitative, mixed methods, and action research scenarios to address the research question(s).*
- *The graduate evaluates and selects appropriate basic data analysis techniques for quantitative, qualitative, mixed methods, and action research scenarios.*
- *The graduate develops clear research questions that can be investigated and hypotheses that can be tested with*

empirical data.

- *The graduate analyzes ethical issues and identifies appropriate procedures for educational research.*
- *The graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*
- *The graduate completes a research proposal.*

Teacher Work Sample

MS SPED Teacher Work Sample

The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

This course covers the following competencies:

- *The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.*
- *The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*
- *The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.*
- *The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.*
- *The graduate plans comprehensive learning segments of instruction and assessment that align with standards and the needs of students.*
- *The graduate evaluates teaching experiences including the planning and implementing of curriculum and instruction through ongoing reflection.*
- *The graduate recommends strategies that support the development of academic language for all students.*
- *The graduate recommends various strategies to differentiate instruction to meet the diverse needs of individual students.*
- *The graduate recommends improvements for instruction and professional practice through personal reflection.*
- *The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.*
- *The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*
- *The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.*
- *The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.*

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and administrative or accessibility issues. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which you can express your views, which in turn will inform the decisions we make.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at <http://my.wgu.edu>.