



Program Guidebook

Post-baccalaureate Teacher Preparation, Elementary Education (K-8)

The Post-Baccalaureate Teacher Preparation Elementary (K-8) program is a competency-based program that enables teacher candidates to earn a K-8 teaching certificate online (except for the in-classroom component demonstration teaching, and in-classroom field experiences prior to demonstration teaching). This program consists of three balanced areas of study, performance- and competency-based assessments, and the creation of a professional portfolio. The program also includes an early field experience and a supervised teaching practicum in a real classroom and thus prepares students for initial teacher licensure.

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* Post-baccalaureate Teacher Preparation, Elementary Education (K-8)

Course Description	CUs	Term
Foundations of Teaching Practice Integration	4	1
Instructional Planning and Presentation in Elementary Education	2	1
Mathematics for Elementary Educators	3	1
Elementary Reading and Literacy Methods	2	2
Language Arts Instruction and Intervention	2	2
Elementary Mathematics Methods	2	2
Elementary Science Methods	2	2
Application of Elementary Social Studies Methods	1	3
Application of Elementary Visual and Performing Arts Methods	1	3
Application of Elementary Physical Education and Health Methods	1	3
Preclinical Experiences in Elementary Education	2	3
Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	4
Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	4
Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	4
Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	4
Teacher Work Sample in Elementary Education	1	4
Professional Portfolio	1	4
Cohort Seminar	1	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 Post-baccalaureate Teacher Preparation, Elementary Education (K-8)

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.

Foundations of Teaching

Foundations of Teaching Practice Integration

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

This course covers the following competencies:

- *The graduate describes how learners construct knowledge and acquire and retain skills.*
- *The graduate teaches procedures for carrying out reoccurring activities with individuals and whole groups.*
- *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.*
- *The graduate develops and promotes higher-order thinking skills in students.*
- *The graduate uses persuasion, compromise, debate, negotiation, and coping as strategies for resolving conflicts and disagreements.*
- *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.*
- *The graduate explains atypical stages of development.*
- *The graduate understands the special learning needs of English Language Learners and describes methods and strategies to address student language learning needs.*
- *The graduate understands how to communicate effectively with parents and families.*
- *The graduate identifies the characteristics, uses, advantages/disadvantages, and methods for using different types of assessment appropriate for evaluating how students learn.*
- *The graduate understands the legal requirements for providing a free appropriate public education and implements Individualized Education Plans of exceptional students.*
- *The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.*
- *The graduate describes cognitive development theory and forms of cognitive knowledge.*
- *The graduate models appropriate social skills and teaches students how to work productively and cooperatively.*
- *The graduate expresses the belief that learning is important, that all students can learn, and assumes responsibility for student learning.*
- *The graduate understands general issues related to physical development.*
- *The graduate recognizes signs of emotional distress, child abuse, neglect, substance abuse, parental divorce,*

homelessness, and hunger.

- *The graduate elicits and maintains high levels of active engagement and motivation from all students during teacher-led and independent academic instruction.*
- *The graduate understands and knows how to implement laws related to the teaching profession.*
- *The graduate understands measurement and testing issues relevant to classroom instruction.*
- *The graduate knows common influences on growth and development (i.e., organic causes, socio-cultural factors, and socioeconomic factors).*
- *The graduate describes the importance, reasons, and methods for assessing students.*
- *The graduate arranges physical classroom space, equipment, and materials to optimize students' learning.*
- *The graduate understands the principles of strengthening and maintaining appropriate behavior and provides feedback and positive reinforcement to students.*
- *The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.*
- *The graduate recognizes and uses a range of conventions in both spoken and written English.*
- *The graduate reads and describes the teacher and student content and pedagogy standards (e.g., local guidelines, state curricula, state and national teacher standards, and student achievement standards).*
- *The graduate understands the principles of weakening inappropriate behavior and provides appropriate corrective feedback to students.*
- *The graduate interacts with students in a supportive and respectful manner and helps students interact with each other similarly.*
- *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.*
- *The graduate engages in research activities (i.e., locates, accesses, gathers, reviews, evaluates, organizes, and cites primary and secondary information).*
- *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.*
- *The graduate describes the causes, symptoms, and challenges to learning caused by various exceptionalities.*

Instructional Planning and Presentation

Instructional Planning and Presentation in Elementary Education

Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

This course covers the following competencies:

- *The graduate integrates appropriate and effective presentation strategies in the planning or delivery of lessons for a variety of learners.*
- *The graduate effectively evaluates and integrates standards, learning outcomes, assessment, instructional strategies, and learning resources in the development and modification of unit and lesson plans.*
- *The graduate integrates research derived from evidence-based practice into the planning and delivery of meaningful, relevant, and engaging instruction and assessment.*
- *The graduate uses technology appropriately in the planning and delivery of meaningful, relevant, and engaging instruction.*
- *The graduate develops active learning opportunities for a variety of students to promote meaningful, relevant, and*

engaging student-focused instruction.

- *The graduate effectively and appropriately uses data, including assessment results, in the planning, delivery, and evaluation of meaningful, relevant, and engaging instruction.*
- *The graduate develops instructional materials that effectively incorporate prior learning and cross-curricular learning outcomes to promote relevant, meaningful, and engaging instruction.*
- *The graduate incorporates various grouping strategies into instruction to facilitate learning for all students.*
- *The graduate plans safe and engaging learning environments that foster cultural and community understanding, collaboration, student voice, positive social interactions, and that include individuals with exceptional learning needs.*

Mathematics Content

Mathematics for Elementary Educators

Mathematics for Elementary Educators III engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.

This course covers the following competencies:

- *The graduate applies formulas and theorems to find the length, area, and volume of figures and solve problems.*
- *The graduate applies transformations to determine congruence and similarity of geometric figures.*
- *The graduate applies principles of congruence and similarity to solve problems.*
- *The graduate applies geometric properties of lines, angles, polygons, and circles to classify shapes and solve problems.*
- *The graduate analyzes statistical data using numerical measures and graphical displays in order to summarize data, predict trends, and make inferences.*

Elementary Education Methods

Elementary Reading and Literacy Methods

Elementary Reading and Literacy Methods helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

This course covers the following competencies:

- *The graduate selects developmentally appropriate technology tools that support literacy development and learning.*
- *The graduate recommends effective evidence-based teaching practices in the planning of meaningful, engaging, and developmentally-appropriate literacy lessons.*
- *The graduate analyzes major theories and research that support the development of literacy.*
- *The graduate integrates best practices and instructional strategies in reading and literacy that support the unique needs of diverse learners into the development of reading and language arts education.*
- *The graduate uses multiple assessment strategies that support the development of literacy.*
- *The graduate integrates effective, engaging instructional approaches, methods, and curriculum in to the development of environments that support literacy.*
- *The graduate integrates various instructional approaches, materials, and curriculum into the development of learning experiences that support a comprehensive, balanced approach to reading and writing.*

Language Arts Instruction and Intervention

Language Arts Instruction and Intervention helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students' knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language.

This course covers the following competencies:

- *The graduate uses multiple assessment strategies that support the development of reading and writing.*
- *The graduate recommends instructional strategies that support the development of academic language, discourse, reading, and writing across the curriculum.*
- *The graduate designs instruction that supports the development of awareness, understanding, respect, and the valuing of differences in society.*
- *The graduate uses various texts and instructional strategies to facilitate the development of word recognition, comprehension, strategic knowledge, and reading-writing connections to expand elementary students' knowledge of the world.*
- *The graduate designs instruction that facilitates the learning of formal English so elementary students can express their ideas clearly and persuasively to a variety of audiences both orally and in writing.*
- *The graduate uses appropriate technology tools that motivate students to read, write, interact, and collaborate with others.*

Elementary Mathematics Methods

Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.

This course covers the following competencies:

- *The graduate applies mathematical learning research as a foundation for instruction.*
- *The graduate creates interdisciplinary learning experiences as contexts for mathematical instruction.*
- *The graduate integrates effective mathematical communication strategies into the development of mathematics education for elementary students.*
- *The graduate plans differentiated instruction in mathematics education to support the unique needs of diverse learners.*
- *The graduate integrates national, state, and local mathematics standards, learning outcomes, benchmarks, and objectives in the development of mathematics education for elementary students.*
- *The graduate recommends various instructional strategies that encourage students' development of critical thinking, problem solving, and performance skills in mathematics.*
- *The graduate applies models and representations to support and enhance the interpretation, organization, recording, and communication of mathematics.*
- *The graduate evaluates student learning to measure elementary students' mathematical achievement and to plan further instruction.*
- *The graduate integrates tools that enhance student mathematics learning.*

Elementary Science Methods

Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction,

standards based science instruction, integrating science across curriculum, and science beyond the classroom.

This course covers the following competencies:

- *The graduate integrates developmentally appropriate strategies and approaches that support science literacy into the planning of science learning environments.*
- *The graduate creates interdisciplinary learning experiences that effectively incorporate the concepts and modes of scientific inquiry.*
- *The graduate integrates appropriate science concepts, skills, and processes in the development of science education for elementary students.*
- *The graduate plans instruction in science education that provides equitable opportunities for all children.*
- *The graduate evaluates assessment information to inform instructional decision making and support science education for all students.*
- *The graduate plans science instruction that supports the development of scientific knowledge, inquiry, and reasoning in elementary students.*
- *The graduate selects appropriate technology tools that support science instruction and learning for elementary students.*
- *The graduate evaluates the alignment of science standards, learning outcomes, benchmarks, and objectives in the development of science education for elementary students.*
- *The graduate uses a variety of strategies to extend science learning and exploration beyond the classroom.*
- *The graduate integrates effective instructional approaches to support science inquiry in the development of science education for elementary students.*

Application of Elementary Social Studies Methods

Application of Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction. This course helps students to apply, analyze, and reflect on effective elementary social studies instruction.

This course covers the following competencies:

- *The graduate develops engaging learning experiences for elementary students that promote research, analysis, and evaluation of real-world situations.*
- *The graduate integrates social studies standards, learning outcomes, benchmarks, and objectives in the development of social studies education for elementary students.*
- *The graduate integrates appropriate themes, concepts, and modes of inquiry in the development of social studies education for elementary students.*
- *The graduate integrates effective instructional approaches that promote informed and engaged citizenship in a diverse and interdependent democratic society into social studies learning activities.*
- *The graduate plans instruction in social studies education that provides equitable opportunities for all students.*
- *The graduate plans developmentally appropriate, healthy, safe, and inclusive learning environments that promote social studies learning.*
- *The graduate integrates effective instructional approaches that promote elementary students' growing ability to value diversity and develop connections between their community and culture.*
- *The graduate selects appropriate technology tools that support social studies instruction and learning for elementary students.*
- *The graduate evaluates assessment information to inform instructional decision making and support social studies*

education for all students.

- *The graduate creates interdisciplinary learning experiences that effectively incorporate the concepts and modes of inquiry of social studies.*

Application of Elementary Visual and Performing Arts Methods

Application of Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction. This course helps students to apply, analyze, and reflect on effective elementary visual and performing arts instruction.

This course covers the following competencies:

- *The graduate effectively incorporates central concepts, tools, and structures of music in the design of learning experiences for elementary students.*
- *The graduate develops relevant and meaningful learning experiences that integrate visual and performing arts into other disciplines for elementary students.*
- *The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of the dramatic arts in the design of learning experiences for elementary students.*
- *The graduate develops learning opportunities that allow students to explore the cultural dimensions and contributions of the arts from diverse places, peoples, and periods.*
- *The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of dance and movement in the design of learning experiences for elementary students.*
- *The graduate develops learning opportunities that allow for the full and equitable participation in and expression through the arts for students with diverse abilities, needs, backgrounds, and interests.*
- *The graduate integrates the content, functions, and achievements of performing and visual arts into the design of creative, engaging, and cooperative instruction and learning environments for elementary students.*
- *The graduate effectively incorporates central concepts, inquiry tools, standards, and structures of visual arts in the design of learning experiences for elementary students.*
- *The graduate evaluates the impact of the visual and performing arts on childhood learning and development.*

Application of Elementary Physical Education and Health Methods

Applications of Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education. This course helps students to apply, analyze, and reflect on effective elementary visual and performing arts instruction.

This course covers the following competencies:

- *The graduate plans learning environments that promote the health and safety of elementary students.*
- *The graduate plans developmentally appropriate educational activities that provide elementary students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle.*
- *The graduate creates relevant and meaningful learning experiences that integrate elementary physical education across other disciplines.*
- *The graduate selects instructional and behavioral strategies that support healthy lifestyles and address health concerns of elementary students.*
- *The graduate recommends instructional and behavioral strategies that promote healthy nutritional habits in elementary students.*

- *The graduate integrates movement concepts, principles, strategies, and approaches in the development of physical education lesson and unit plans for elementary students.*
- *The graduate develops active learning opportunities to accommodate all elementary students, including those with varied abilities, needs, backgrounds, and interests to promote meaningful, relevant, and engaging student-focused physical education.*
- *The graduate integrates current research and public policy into the planning, promotion, and advocacy for educational programs that support the health, safety, and well-being of all elementary students.*

Pre-Clinical Experiences

Preclinical Experiences in Elementary Education

Preclinical Experiences in Elementary Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 75 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

This course covers the following competencies:

- *The graduate evaluates the theoretical, legal, ethical, and practical applications of teaching students with exceptional learning needs.*
- *The graduate develops a classroom management plan that integrates best practices for engagement and motivation.*
- *The graduate evaluates the theoretical and practical applications of various assessment practices as they relate to student learning and instructional design.*
- *The graduate evaluates the theoretical and practical implications of various strategies that are intended to support the use of academic language, metacognition, and communication in classroom contexts.*
- *The graduate evaluates various applications of technological integration in support of learning for all students.*
- *The graduate evaluates the theoretical and practical implications of various general instructional strategies, models, and trends in the context of classrooms and schools.*
- *The graduate evaluates educational observations and experiences connected to professional practices to support the development of appropriate teaching dispositions and a personal teaching philosophy.*
- *The graduate evaluates the theoretical and practical implications of various elementary education instructional strategies, models, and trends in the context of classrooms and schools.*

Demonstration Teaching

Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2

Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates appropriate central concepts, tools in inquire, and structures of the discipline to make*

content accessible and meaningful for all students and to assure mastery.

- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm

Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates appropriate central concepts, tools in inquire, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5

Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates appropriate central concepts, tools in inquire, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and*

encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.

- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final

Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates appropriate central concepts, tools in inquire, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Teacher Work Sample in Elementary Education

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 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 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.*

Professional Portfolio

You will create an online teaching portfolio that includes professional artifacts (e.g. resume and Philosophy of Teaching Statement) that demonstrate the skills you have acquired throughout your Demonstration Teaching experience.

This course covers the following competencies:

- *The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*
- *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 develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

Cohort Seminar

Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

This course covers the following competencies:

- *The graduate recommends effective strategies to maintain high levels of student engagement.*
- *The graduate demonstrates the ability to positively impact student learning through work samples, student artifacts, assessment results, and reflection.*
- *The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*
- *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 selects community resources that support students' non-instructional needs in and out of the classroom.*
- *The graduate recommends improvements for instruction and professional practice through personal reflection.*
- *The graduate recommends best practices for classroom management, effective transitions, and pacing to maximize instructional time.*
- *The graduate recommends strategies for effectively collaborating with colleagues, parents, and community professionals to support student development, learning, and well being.*
- *The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

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>.