Program Guidebook

Master of Arts in Teaching, Elementary Education - WA

The Master of Arts in Teaching Elementary Education (MATELEDWA) is a competency-based degree program that prepares students with the competencies at a graduate level needed to apply for licensure as an elementary educator in the state of Washington. This program consists of online courses which take the learner from educational professional core coursework, continuing through methods of elementary instruction and assessment, including inclusive practices for students with mild to moderate exceptionalities. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in elementary settings. Clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in a real classroom. Additional Washington requirements are included in this program. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in elementary education.

pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success.

Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your program mentor is available to help you resolve questions and concerns as they arise.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

'Requirement Satisfied' (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. In most cases, WGU does not accept college transfer credits at the graduate (master's) level. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific 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 program 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 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term.

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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 content exam V that align 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

 6 R P H 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 are 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.

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

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interventions to best serve their learners. These factors are also addressed in relation to online and hybrid learning environments.

This course covers the following competencies:

- Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.
- The learner applies MTSS to address the needs of all students.
- The learner examines activities to connect with students.
- The learner examines policies, practices, and legal requirements to inform educator practice.
- The learner identifies characteristics of students with various learning needs.

Establishing Positive and Engaging Learning Environments

Establishing Positive and Engaging Learning Environments teaches educators how to foster supportive and productive classroom climates. This course delves into the key elements that contribute to creating and maintaining a positive learning atmosphere, such as effective communication, classroom norms and routines, and positive behavior supports. Emphasizing the importance of a safe and inclusive environment, the course explores methods to promote student engagement,

Monitoring Student Learning Through Assessment enhances students' skills in evaluating learner progress and educational outcomes. This course provides an in-depth exploration of various assessment techniques, including formative and summative assessments, standardized tests, benchmark assessments, progress monitoring, and alternative assessment strategies. This course teaches students to design effective assessment tools, interpret data to inform instruction, and provide meaningful feedback to learners. This course also provides a foundation of data analysis that supports educators' need to understand data and present data to stakeholders. It also explores online and digital assessment tools. This course requires students to design an assessment based on evidence-based practices.

This course covers the following competencies:

- Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.
- The learner designs an assessment based on desired learning outcomes and activities.
- The learner applies various assessment types to monitor progress and actively engage students in their own learning.
- The learner aligns standards, objectives, and assessments within their instructional practices.
- The learner analyzes assessment results to determine student learning and inform instructional decisions for a classroom.
- The learner provides appropriate feedback to increase student learning.

Technology for Instruction and Online Pedagogy

Technology for Instruction and Online Pedagogy is an innovative course designed to equip educators with the skills to effectively integrate technology in their teaching practices. The course also covers best practices for online pedagogy, assessment and feedback, collaborative learning, and the use of multimedia and interactive elements to enhance learning experiences. With a focus on practical application, educators will leave the course ready to d <01a Instrc d/Lbrg r in ces. With apportsmeto se rundesimedtoday T* itos. This course also provides a foundatioof data ne psummative ducatT* (assessmeant ele

provide an ethical analysis.

Native Histories of the Pacific Northwest

The Native Histories of the Pacific Northwest course explores the cultures, traditions, and governments of the region as told by Native Peoples. In this course, learners will explore the long, early histories of the region's diverse tribes and how the environment shaped practices and beliefs. Learners will also discover how contact with European colonists disrupted tribal societies and how Native Peoples responded to imperialism and colonization. This course emphasizes the resistance of Native Peoples to assimilation efforts, the fight for and preservation of tribal sovereignty, and the continuing activism of Native communities in areas of civil and environmental rights.

This course covers the following competencies:

- Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.
- The learner analyzes the histories, cultures, and governments of Native Peoples, as told by Native peoples, before and immediately after contact with European colonists.
- The learner analyzes recent histories, cultures, and governments of Native Peoples and the fight for tribal sovereignty as told by Native peoples.

Elementary Education

Elementary Literacy Curriculum

Elementary Literacy Curriculum is a comprehensive course that deepens an educator's knowledge of language acquisition and progressively complex concepts and skills surrounding literacy. This course explores critical elements of the science of reading and writing, including applying key theories and research used to support the development of literacy, evaluating diverse resources, and utilizing purposeful oral, written, and digital communication in elementary curriculum. Candidates delve into the foundational aspects of literacy, including phonological awareness, phonics, word analysis, fluency, and comprehension, while also gaining insights into how these elements shape and influence literacy development. This dynamic course empowers educators to create a solid foundation for students' literacy skills and a lifelong love of reading and writing within various learning environments.

This course covers the following competencies:

- Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.
- The learner analyzes elementary content standards and resources in literacy.
- The learner analyzes the role of phonological awareness, phonics, word analysis, fluency, and comprehension in literacy development.
- The learner analyzes elements of literacy critical for communication.
- The learner describes key features of texts across genres.
- The learner analyzes the central concepts and structures in writing and the development of effective writing skills.
- The learner evaluates literacy resources for alignment to standards and individual student needs.

Early Literacy Methods

Early Literacy Methods is a specialized course designed for educators and professionals passionate about nurturing literacy skills in young children. This course offers an in-depth exploration of the foundational concepts and practices essential for promoting literacy development in early childhood through the science of reading. Emphasizing the critical development in grades PK to third grade, the curriculum covers topics such as phonemic awareness, language acquisition, and emergent reading and writing skills. Candidates learn how to create stimulating and inclusive literacy environments, use developmentally appropriate materials, and engage with a variety of high-quality core instruction as part of Tier 1 multi-tiered systems of support and assessment (MTSS) suited to the various needs of young learners, including learners with dyslexia. Additionally, the course incorporates the latest research in early childhood literacy focusing on the science of reading and best practices for how children learn to read and write. Through a blend of theoretical knowledge and practical application, this course aims to prepare candidates with the tools to effectively guide and inspire early literacy development in their classrooms.

This course covers the following competencies:

- Begin your course by discussing your course planning tool report with your instructor and creating your personalized

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importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education. This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

This course covers the following competencies:

- The learner reflects on growth in professional dispositions and ethics in their chosen education profession.
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- The learner demonstrates knowledge of their students' learning and developmental patterns in their instructional practices.
- The learner demonstrates effective practices that support professional and instructional improvement through reflection and collaboration.
- The learner demonstrates professional dispositions and ethics.
- The learner reflects on their instructional practice.

Student Teaching II in Elementary Education

Student Teaching II is the final part of a two-part series and is a mandatory course for all candidates seeking initial licensure. The course offers a supervised classroom experience in a real-world setting, allowing candidates to demonstrate professional ethics and dispositions, collaborate with experienced teachers, and implement instructional strategies. Building on the responsibilities and skills developed in Student Teaching I, candidates receive ongoing feedback through observations and a final evaluation. This evaluation assesses activities' relevance and cultural engagement, the effectiveness of teaching each student, the ability to analyze and adjust teaching methods, and the willingness to explore new materials and methods. Successful completion of Student Teaching II is a crucial step in the licensure process, as it determines eligibility for licensure as a professional educator. Additionally, the course features synchronous learning sessions that delve into professional development topics such as professional growth opportunities, ethical decision making, and self-care. Candidates must attend the required synchronous learning sessions in addition to their classroom placement.

This course covers the following competencies:

- The learner implements effective instructional strategies and assessments that draw upon knowledge of content and pedagogy.
- The learner implements knowledge of their students' learning and developmental patterns in their instructional practices.
- The learner demonstrates an ongoing commitment to effective practices that support professional and instructional improvement through reflection and collaboration.
- The learner reflects on their practice to create a professional development plan.
- The learner implements professional dispositions.©CIDrofWesID 1 G0 rgnog /Uni rg lopm

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified