

Pre-Clinical Experiences

Objectives:

- *Students will work directly with school-age children in a wide variety of settings prior to admission into Teacher Education.
- *Students will reflect on these experiences as they approach career decision-making time.
- *Students will develop habits of observation, management, mentoring, and monitoring the growth and development of school-aged children.
- *Students will be prepared to enter into Teacher Education with a greater sense of what it means to be a teacher
- *Students will be able to identify and apply basic concepts developed in the pre-professional courses in writing about their experiences.

Requirements:

Prior to admission to the Teacher Education Program, each student is required to have completed a minimum of 50 hours of clinical experiences.

Thirty hours of these experiences take place in conjunction with specific courses: EDU 202 (Observations), EDU 204 (Educational Psychology), SE 221 (Education of the Exceptional Child), and EDU 321 (Psychology of Development) OR EDU 322 (Adolescent Development).

An additional 20 hours needs to be spent working with school-age children in settings identified and selected by the students themselves, with prior approval by a faculty mentor. These experiences are to be monitored by the faculty mentor-the advisor, another faculty member in the student's major department, or education faculty. The mentor agrees to monitor the type of experiences- the number of hours, and the student's reflection on the experiences. The mentor should conference with the student so that the student can experience optimal growth toward becoming a teacher.

Suggested Experiences:

1. Teaching, directing, or assisting a youth group or sports team
2. Working in a preschool or day care center
3. Working at a camp or other summer program
4. Aiding or substitute teaching in a K-12 classroom
5. Tutoring at an established after-school center (Prenger, public library, school, Y-Care, etc)



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6. Private tutoring
7. Other relevant experience, as approved by faculty mentor

- NOTES:
- a. The faculty mentor needs to help the student determine the relevance of a particular experience to the student's teaching goals.
 - b. These could be voluntary or paid experiences
 - c. Qualifying experiences need to be with children who are not family members of the students (siblings, their own children or stepchildren, nieces, nephews, etc.)
 - d. Transfer students coming into Teacher Education need to provide documentation of relevant experience with the previous three years

Time Sheet:

For each experience, the student must submit a time sheet signed by an individual who is recognized as being "in charge of the particular activity, program or other experience. The time sheet will indicate the date, the type of experience, and the amount of time spent.

Reflection/Projection Paper:

The student will complete a 3-5 page typed paper which will include the following sections:

Date(s)

Type of Experience

Discussion of the quality of the experience:

What went well? What problems did you run into or observe? What made them problems?

What I learned about children in terms of cognitive, affective, and/or psychomotor development, learning styles, etc. (using concepts learned in pre-professional courses).

What I learned about myself as a future teacher.

If I could do it over again, would do anything differently? Why?

Where do I see myself heading? Why? What would I like to work on prior to my next clinical experience or practicum? Why?