



Preclinical Experiences in Mathematics – ASP1

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COURSE MATERIAL

ASSESSMENTS

NOTES

Introduction

This course supports the assessments for ASP1. The course covers 8 competencies and represents 3 competency units. This course may take up to 6 weeks to complete.

It is recommended that your observations in the classroom take no more than 2 months time unless you have made arrangements with the school administration for you to be on the campus longer.

Overview

Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 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, a completed resume, philosophy of teaching, and professional photo.

Over the course of your observations, you will

- examine the interaction between instruction and learning,
- review the impact of culture on learning,
- reflect on teaching strategies and assessment practices,
- consider current classroom practices as they relate to the student experience,
- address the needs of exceptional learners, and
- analyze general and program-specific instructional methods based on student needs.

Once you have completed a majority of your coursework and your initial preclinical experiences, you will enter and observe a live classroom. This will be an excellent opportunity for you to see real world examples of the principles you have learned. Theory often diverges from practice when it must be applied in a real-world, dynamic situation. In this course, you will reflect on your previous coursework and look forward to the requirements still needed for Demonstration Teaching and graduation.

Getting Started

Welcome to Preclinical Experiences (PCE)! In Preclinical Experiences in Mathematics you will work with the Field Experiences Office to arrange to spend time (60 hours) in a secondary math classroom observing and participating in teaching and learning. You will take notes on your observations and what you think about what you're seeing. You will also engage with students (15 of the 60 hours), providing instruction, supervising learning activities and supporting your host teacher during this class time.

Please look carefully through the Course of Study, watch the introduction video, and meet with your course instructor. Once you have arranged the observation time through Field Experiences office, you will meet with the principal and host teacher. On a schedule agreed upon by the three of you, begin your observations. Keep a log of

your observation times (a form for this is provided in your Task Stream task) and have the form initialed by your host



the educators at the school. Be reliable, courteous and supportive at all times. Remember, you are really participating in a long professional interview. Many students will receive employment offers from their PCE site because of their excellent work during this time.

Don't hesitate to be in contact with your course instructor during this observation time. Near the end of your PCE observation time, arrange to do an interview with your host teacher (form is provided in Taskstream task). To complete PCE, you will submit an essay of your observation, attach the three forms provided in the task, attach a scanned copy of your observation notes, and submit all this together as a single document.

Enjoy this time. It's great to be at school, and remember that you can be a positive influence in many young lives.

Competencies

This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 666.1.1: Classroom Management, Engagement, and Motivation**
The graduate develops a classroom management plan that integrates best practices for engagement and motivation.
- **Competency 666.1.2: General Teaching Practices**
The graduate evaluates the theoretical and practical implications of various general instructional strategies, models, and trends in the context of classrooms and schools.
- **Competency 666.1.3: Mathematics Teaching Practices**
The graduate evaluates the theoretical and practical implications of various instructional strategies, models, and trends for mathematics in the context of classrooms and schools.
- **Competency 666.1.4: Academic Language, Metacognition, and Communication**
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.
- **Competency 666.1.5: Educational Assessment**
The graduate evaluates the theoretical and practical applications of various assessment practices as they relate to student learning and instructional design.
- **Competency 666.1.6: Educational Technology**
The graduate evaluates various applications of technological integration in support of learning for all students.
- **Competency 666.1.7: Diversity, Inclusion, and Exceptional Learners**
The graduate evaluates the theoretical, legal, ethical, and practical applications of teaching students with exceptional learning needs.
- **Competency 666.1.8: Reflection, Evaluation, and Philosophy of Teaching**
The graduate evaluates educational observations and experiences connected to professional practices to support the development of appropriate teaching dispositions and a personal teaching philosophy.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

Course Instructor Assistance

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also



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