

**PROBLEM:**

- We live in a world in which increased pressure to intensify clinical experiences in teacher education is paired with decreased ability to provide those experiences.
- Teacher preparation programs struggle with decreased access to schools and the increasing costs of and access to transportation.
- Teacher preparation programs are now assessed on the ability to provide these experiences.

**SOLUTION:**

Campus Mentors provides hundreds of flexible, accessible field placements on campus at low cost. The model also exceeds accreditation requirements.

Campus Mentors is an alternative school program located on a college campus. It has four main features:

- Located in a college or university classroom
- Serves at-risk youth population
- Provides daily academic tutoring by teacher candidates
- Provides one-on-one mentoring, supported by a college course

Free consultation and site visits available by emailing Dr. Leah Wasburn-Moses at [wasburlh@MiamiOH.edu](mailto:wasburlh@MiamiOH.edu)



**MENTOR AND TUTOR COMMENTS**

- This mentoring opportunity has been amazing. Who knew that signing up for this class would be so beneficial? Not only do I get to make a difference in someone's life, but they make one in mine every single day.
- It's real –the students, the challenges, the experience, the struggles, the frustrations, and the successes. By far, it will remain as one of my most valuable experiences... Now, I know (that a teacher) is what I'm supposed to be.
- It has taught things that cannot be taught inside the classroom. I learned through a hands-on approach how important it is to create an effective learning environment.

**YOUTH COMMENTS**

- I learned that school isn't your enemy – it can actually help you find your talents
- I get more credits and complete classes I would have struggled with in a normal classroom
- I feel like I can tell (my mentor) anything
- Tutors (are) smart and know how to do stuff... (they) take time to help you get an A
- I didn't used to want to go to college, but now I do
- I didn't have good grades before, but now I actually took the time to think about the future

# DATA FOR MIAMI CONNECTIONS, A CAMPUS MENTORS PROGRAM

## STUDENT OUTCOMES 2013-2014

	GPA	Credits	% Qualify as Sophomores
Our ninth graders	2.1	6.3	75%
Comparison group	1.8	4.9	64%

	GPA	Credits
Our tenth graders	1.9	7.7
Last year's performance	1.4	4.9

## STUDENT OUTCOMES 2014-2015

	GPA	Credits	% Qualify as Sophomores
Our ninth graders	2.5	6.7	92%
Comparison group	1.5	4.2	17%

	GPA	Credits
Our tenth graders	2.8	7.1
Last year's performance	1.9	5.9

## STUDENT OUTCOMES 2015-2016

	GPA	Credits	% Qualify as Sophomores
Our ninth graders	2.3	6.4	100%
Comparison group	1.4	4.2	27%

	GPA	Credits
Our tenth graders	2.6	8.3
Last year's performance	1.5	4.6

---

## AWARDS

- Named a "Promising Practice" by Association for Career and Technical Education (ACTE)
- Identified in Presidential Service Award presented to Miami University in 2013
- Invited presenter for Council for Accreditation of Educator Preparation (CAEP) conferences
- Featured under "Stories of Impact" by American Association of Colleges for Teacher Education (AACTE)
- Included in "Innovations Inventory" by American Association of Colleges for Teacher Education (AACTE)

## REFERENCES

- Wasburn-Moses, L., Noltemeyer, A. L., & Schmitz, K. J. (2015). Initial results of a new clinical practice model: Impact on learners at risk. *The Teacher Educator*, 50, 203-214.
- Wasburn-Moses, L., Fry, J. T., & Sanders, K. E. (2014). The impact of a service learning experience in mentoring at-risk youth. *Journal of Excellence on College Teaching*, 25(1), 71-94.
- Wasburn-Moses, L., Kopp, T. W., & Hetttersimer, J. E. (2012). Prospective teachers' perceptions of the value of an early field experience in a laboratory setting. *Issues in Teacher Education*, 21(2), 7-22.
- Wasburn-Moses, L., & Statt, J. (2012). Campus Mentors: A CTE/Higher education partnership. *Techniques*, 87(4), 9-10.