

INTRODUCTION TO TEACHING
WAIVER MANUAL
(ED/EL 220)

OFFICE OF FIELD PLACEMENT
AND LICENSURE (OFPL)

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
EMPORIA, KS 66801

ED/EL 220 Field Experience Guidelines

For the purposes of Introduction to Teaching, a field experience is an opportunity to apply knowledge gained in the university classroom with supervised practice in the field.

You may apply for an ED/EL 220 field experience waiver if:

- 1) you have completed 100 hours of supervised work experience with children or youth, and
- 2) 30 of those hours include working with students in a PreK-12 classroom setting.

To apply for a waiver, candidates should:

- document hours working with students using the Supervised Work Experience Form (Appendix A), and
- submit a copy the completed form(s) to the ED/EL 220 course instructor (please retain a copy for your records).

The course instructor will forward the names of those students whose waivers were approved to the Office of Field Placement and Licensure (OFPL). If a waiver is not approved, the candidate will be directed to submit a Field Experience Placement Request Form to OFPL.

The following may qualify as **supervised work experience with children or youth**:

- paraeducator/teacher's aide*
- substitute teacher*
- volunteer/tutor in PreK-12 classroom*
- private/small group lessons instructor (piano lessons in a music store, swimming lessons at a recreation center etc.)**
- coach or club leader (martial arts, music, swimming, etc.)**
- arts and crafts director**
- church volunteer/employee (nursery, children's church, vacation bible school, etc.)
- youth camp leader, camp counselor
- before and after school leader
- work study program tutors (Upward Bound, Big Brothers, Big Sisters, etc.)
- daycare provider
- university tutor (freshman science labs, math or writing tutor, etc.), up to 50 hours

*Items qualify as **working with students in a PreK-12 classroom setting**.

Items may qualify as **working with students in a PreK-12 classroom setting if approved by the Director of Secondary Education, the PDS Director, or the Elementary Education Advisor.

Reflective essays

The mission of the Teachers College is to develop **The Professional, defined as six proficiencies: provides service to society, applies interdisciplinary scholarly knowledge, engages in effective practice, responds to uncertainty and change, relies on self-reflection, and belongs to the professional community.** The following essays are designed to begin the development of these skills in candidates for admission to the Teacher Education Program.

Part I: The experience of working with students.

Write a one-to-two-page reflective essay based upon your experience when working with students. The goal of this essay is to reflect on what you learned from your experiences and observations. Explain the reasoning behind each answer.

- What do you believe to be the most challenging and rewarding aspects of teaching?
- What are some of the most important things you have learned during your experience working with children?
- Has your decision to teach been influenced by this experience?

Part II: Your philosophy of teaching.

Your own philosophy of education is very important because it provides focus and emphasis for your teaching. Working to develop your philosophy helps you to become aware of your own goals and values, which prepares you to integrate them with the goals and values espoused by your district and your community.

Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no “right” philosophy. You will refine, augment, and develop your philosophy for the rest of your career.

Below are some guidelines to keep in mind to produce a well-written, focused, and articulate statement of your philosophy. Your philosophy should be no longer than two pages, typed and double-spaced. Somewhere in your statement of philosophy, answer the following questions:

- What is the purpose of education? (What goals do you want your students to achieve?)
- What is the student’s role? (What are students’ responsibilities?)
- What is the teacher’s role?
- How can a future teacher prepare for that role?
- How do you view the students you will be working with?
- How are students similar?
- How are student different?
- Do all students have potential?
- What should a classroom environment (physical and psychological) be like?

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100 Hours of Supervised Work Experience

Documentation of 100 hours of supervised work experience with children or youth is required for admission to the Teacher Education Program at Emporia State University. Candidates who are enrolled in ED/EL 220 and are requesting a waiver of the field experience requirement must provide evidence that 30 of 100 hours meet the waiver requirements (see Introduction to Teaching Waiver Manual).

Please provide the following information:

Student's Name:

Total Hours Completed:

Dates:

Student's Position:

Facility/Organization:

City & State:

Student served in the following capacities (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Supervised Children | <input type="checkbox"/> Instructed Children with Disabilities |
| <input type="checkbox"/> Provided Individual Instruction | <input type="checkbox"/> Instructed Children of Diverse |
| <input type="checkbox"/> Provided Small Group | <input type="checkbox"/> Backgrounds |
| <input type="checkbox"/> Instruction Provided Large Group | <input type="checkbox"/> Instructed Children of Low SES |
| <input type="checkbox"/> Instruction | |

Brief Description of Ages & Duties:

Mark the student's performance as (may elaborate as needed on a separate attachment):

- Outstanding Satisfactory Unsatisfactory

Supervisor Information:

Name:

Date:

Phone & email:

Signature: