Guidelines for Tutoring Waiver for ED/EL 220
FALL 2015

- Request for a waiver of the ED/EL 220 tutoring requirement must be submitted to the course instructor.
- The course instructor will forward the names of those students whose waivers were approved to the Office of Field Placement & Licensure (OFPL).
- Do not submit a Service Work Experience Form to your instructor AND a Tutor Placement Request Form to OFPL. If your waiver is not approved by your instructor, come to OFPL (Room 208 Visser Hall) and submit a placement request.

Tutoring is defined as direct instruction of one child or a small group of children. You may apply for a waiver if:
1) You have completed 100 hours working with students of any age group and
2) You have an additional 30 hours tutoring with student(s) in the grade level range K-6 for elementary candidates and 6-12 for secondary candidates.
Submit documentation using the Service Work Experience Form. You should have your supervisor from your work experience fill out the form and submit it to your ED/EL 220 teacher.

I believe I qualify for a waiver based on (select one of these options):

- Served as a paraprofessional in a school for one academic year.
- Received high school or college credit of one semester hour or more (or equivalent) for a minimum of 130 hours of tutoring which included at least 30 hours of tutoring at age 5 – age 18 level or up to age 23 with special needs individuals.
- Completed 130 hours working with children of which 30 hours has been tutoring learners ages 5 to age 18 or to age 23 with special needs individuals*.

Examples of acceptable experiences for tutoring waiver
1. Church - Sunday Schools, youth work, nursery, children’s church, etc.
2. Arts and crafts director
3. Youth camps as a group leader or counselor
4. Supervising children in a school (accredited or non-accredited) setting
5. Vacation Bible School leader or assistant
6. Work Study Program tutors (Upward Bound, Trio, Big Brothers, Big Sisters)
7. Before & after school leaders
8. Teaching sessions and/or supervising children (Scouts, martial arts, musical, swimming, gymnastics, cheerleading, drill team, athletics, etc.)
9. Substitute teaching
10. Coaching
11. Day care provider or assistant
12. Rec. Commission worker with youth

* As many as 50 hours of supervised university teaching experience (eg. freshman science labs, math or writing tutoring, etc.) can be accepted in fulfilling these requirements.
Service Work Experience Form

See “Guidelines for Tutoring Waiver for ED/EL 220” for details regarding experiences that qualify for a waiver.

I verify that _______________________________ has completed _______________________________

as _______________________________,

during _______________________________ at __________________________________________,

(street) ____________ (city/state/zip) ____________ (phone) ____________

The student served in the following capacities while at our facility: (check all that apply)

_____ supervised children ________________________________________________________

_____ provided individual instruction _______________________________________________

_____ provided small group instruction _____________________________________________

_____ provided large group instruction _____________________________________________

_____ instructed children with disabilities __________________________________________

_____ instructed children of diverse backgrounds _____________________________________

_____ instructed children of low SES ______________________________________________

This student’s performance was:

_____ outstanding  _____ satisfactory  _____ unsatisfactory

_________________________________________  ____________________________

Supervisor’s signature  (date)
INTRODUCTION TO TEACHING
REFLECTIVE ESSAYS
FOR WAIVER STUDENTS
(ED/EL 220)

OFFICE OF FIELD PLACEMENT
AND LICENSURE (OFPL)

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
EMPORIA, KS 66801
Based on your prior experiences in working with students, you have been granted a waiver from the tutoring requirement for ED/EL 220. Students who have been granted waivers are expected to produce the same reflective essays that are required of students involved in the tutoring experience. These essays are listed below.

**Reflective essays**

The conceptual framework of The Teachers College and preparation unit of Emporia State University 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 professional community. The following essays are designed to begin the development of these skills in candidates for admission to the Teacher Education Program.

**REFLECTION MAY INCLUDE:**

- considering the pros and cons of new ideas.
- the creation of new and fresh ideas.
- noting conflict and seeking resolution.
- asking questions and exploring answers.
- noting similarities or differences between what you are reading, class discussion, other courses, other readings, and your past experiences.
- discussing new conflicts or ideas or connections that arose from your reading, class participation, and classroom experiences.
- looking deeply at yourself as a developing professional, and gaining new insights into what you know, what you need to learn next and how you will go about the life-long learning process of becoming a professional.

**Part I: The experience of working with students.**

Write a one 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 communicate 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 students different?
• Do all students have potential?
• What should a classroom environment (physical and psychological) be like?