Guidelines for Tutoring Waiver Form for ED/EL 220
FALL 2011

Request for a waiver of ED/EL 220 tutoring **MUST BE SUBMITTED TO THE COURSE INSTRUCTOR.** The due date for this waiver request is **Friday, August 19, 2011.** The course instructor will forward a list of approved waivers to the Office of Professional Education Services (OPES) for processing. **Do not submit Service Work Experience Form A & B to your instructor AND a Tutor Placement Request Form to OPES!!!!!!!** If your waiver is not approved by your instructor, come to OPES (Room 208 Visser) and submit a placement request immediately!

For waiver purposes, tutoring is defined as direct instruction of one child or a small group of children. Please indicate which criteria you have completed that meets the 30 hour tutoring requirement for ED/EL 220, give brief details on this form below the marked criteria, and **attach complete documentation using the Service Work Experience Form A (100 Hours Form):**

- Served as a paraprofessional in a school for one 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 the Pre-School – 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 PK to age 18 or to age 23 with special needs individuals.

**Note:**

1. These hours must be documented within one week using a Service Work Experience Form A with appropriate signatures.
2. **Exceptions to the above criteria will not be granted routinely, will require extensive documentation, and must be approved by the ED/EL 220 Coordinator, Dr. Ken Weaver, Associate Dean, Room 211 Visser Hall.**
Service Work Experience Form A

A minimum of 100 hours of supervised work experience with children or youth in advocacy roles is required for admission to Phase I or PDS of the Teacher Education Program at Emporia State University. These 100 hours must be of supervised work experience with children or youth in advocacy roles. As many as 50 hours of supervised university teaching experience (e.g., freshman science labs, etc.) can be accepted in fulfilling this requirement. These hours must be documented. This form is to be completed and utilized by each on-site supervisor as documentation for the work experience. Note: Form A and B should be submitted for Phase I or PDS.

I verify that ______________________ has completed __________________ during 
__________________________ at ____________________________.

__________________________ (date/s) _________________________ (name of facility/organization)

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

He/She participated in the following capacities while at our facilities: (check all that apply)

_____ paid employee  _____ unpaid volunteer

_____ supervised children  ____________________

_____ provided individual instruction  ____________________

_____ provided small group instruction  ____________________

_____ provided large group instruction  ____________________

_____ worked with children with physical or mental disabilities  ____________________

_____ worked with children of diverse racial or ethnic background  ____________________

_____ worked with children of poverty or low socioeconomic status  ____________________

_____ other experiences and/or additional descriptions:

_________________________________________________________________________________

_________________________________________________________________________________

This person’s ability to work with the population of children and/or youth served at this facility was:

_____ outstanding  _____ satisfactory  _____ less than satisfactory

Please add additional comments:

_________________________________________________________________________________

_________________________________________________________________________________

__________________________  _________________________

Supervisor’s signature  (date)
Service Work Experience Form B

<table>
<thead>
<tr>
<th>Name</th>
<th>Elem/Sec/Dual (circle) (date)</th>
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The documentation sheets (Service Work Experience Forms A and B) should be submitted with Phase I or PDS application for the Teacher Education Program at ESU and must show evidence of a minimum of 100 hours of service work experience. These 100 hours must be of supervised work experience with children or youth in advocacy roles. As many as 50 hours of supervised teaching experience (eg. freshman science labs, etc.) can be accepted in fulfilling this requirement. These hours must be documented. Tally the total number of hours of service work experience for each category. Use the last column to specify at-risk and/or diverse population groups (ex. specific cultural groups, low-income, children with physical or mental disabilities).

<table>
<thead>
<tr>
<th>Unpaid (hours)</th>
<th>Paid Work (hours)</th>
<th>Diverse/At Risk (specify groups)</th>
</tr>
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<tbody>
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### Educational
- Early Childhood birth-2
- Early Childhood age 2-5
- Elementary K-5
- Middle School 6-8
- High School 9-12

### Social
- Healthcare Services
- City Youth Center
- Food Bank
- Clothing Bank
- Homeless Shelter
- Other

### Legal
- Youth Detention
- Youth Court
- Other

### Outside School Organizations
- Youth Organization
- Church/Sunday School
- Camps
- Recreation Commission
- Playground Supervisor
- Other

### Total Hours
- 

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INTRODUCTION TO TEACHING
REFLECTIVE ESSAYS
FOR WAIVER STUDENTS
(ED/EL 220)

(Revised July 2003)

OFFICE OF PROFESSIONAL
EDUCATION SERVICES

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. The tutoring/waiver requirement is designed to assure that students proceeding in the teacher education program have a minimum amount of experience working with students prior to admission to Phase I. The experience is less productive, however, without the student reflecting on the lessons learned from this process. 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. Think about the skills and attributes you bring to teaching, describe yourself in terms of strengths and weaknesses for each of the six proficiencies. Elementary Education majors may use this entry in the optional/elective portfolio class (EL344).

**REFLECTION IS:**

- wrestling with ideas.
- the creation of new and fresh ideas.
- noting conflict.
- 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.
- speculating about what you are reading, learning and doing on the curriculum, the school, the community, the nation and the world.
- 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.

- 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? Explain.

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. Some fit into certain settings better than others. 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?