ED/EL220 INTRODUCTION TO TEACHING TUTORING MANUAL

(Revised July 2003)

OFFICE OF PROFESSIONAL EDUCATION SERVICES

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
EMPORIA, KS 66801

I have reviewed this document and it accurately reflects the experience of the student in my classroom.

Cooperating teacher’s signature ___________________________

Note to student: Return this signed manual to your ED/EL 220 instructor with the teacher’s signature.
Introductory Comments

As an ED/EL 220 student at Emporia State University, you will participate in a tutoring experience. For many of you, it will be your first experience in the classroom in a role other than student and it may be your first look at a learning experience from the perspective of a practicing teacher. During this experience, you will tutor and teach under the supervision of a classroom teacher. The teacher may assign very specific objectives and much prescribed learning activities for his/her students. Communication is critical between tutor and teacher to meet the needs of the student. It may be necessary for you to meet with your cooperating teacher outside of your scheduled time.

This manual includes a tutoring log. You will be expected to complete a log page for each day that you tutor. This log will allow you to reflect on your experience when you write your reflective essay upon completion of your tutoring experience. Remember to use only first names of students when completing your log.

Evaluation

Your assigned classroom teacher must read your completed manual and document that your tutoring experience has been satisfactorily completed by signing the manual. Tutors are evaluated by the classroom teacher to whom they are assigned using the form on the last page. As a part of this evaluation process, **tutors are expected to share their completed manuals with their cooperating teacher before submitting the manual to their 220 instructor.** Be sure to allow the teacher a few days to review the manual. The most frequent negative feedback we receive from teachers is that students failed to share the manual or did not allow the teacher enough time to review the manual. Teachers who have not had adequate time to review manuals are encouraged to refuse to sign manuals. In addition to reviewing the manual, the teacher is expected to complete the Teacher Evaluation of Tutor form. If a student has worked with more
than one teacher, each teacher should review the appropriate part of the manual, complete the Teacher Evaluation of Tutor form, and sign the manual.

**Professionalism**

Conduct yourself in a professional manner. Recognize that this is your first opportunity to make a professional impression. Project a demeanor that earns respect. Students who are not professional during tutoring are not accepted for Phase I.

1. **Punctuality:** Once a starting time is assigned, you must make sure that you arrive on time each day.

2. **Attendance:** You must complete all the hours in order to earn credit. Attendance is one of the most critical elements of the tutoring experience; you must be at your assigned school on the day and times assigned (if you are ill and cannot attend, call the school and ask the secretary to notify your teacher before you are expected).

3. **Professional appearance:** During your first meeting with your cooperating teacher, discuss the expectations for appearance in your building. Suggested topics include shorts, tank tops, blue jeans, tennis shoes, body piercings or shirts with slogans.

4. **Positive attitude:** Be friendly, courteous, and pleasant at all times.

5. **Confidentiality:** Be discreet about the comments or opinions you share. Under no circumstances are you to make negative comments publicly about students, teachers, administrators or any programs related to your placement. If you have something in a tutoring situation that you want to discuss, contact your ED/EL 220 instructor. While writing in the manual, be sure to avoid using last names of students.

**Additional Notes**

1. Do not write in your manual during tutoring time. Use a notepad in the classroom to collect the data that you are working on for the manual. Compose and write your observations/ reflections after tutoring.
2. Park in appropriate areas. If you are assigned to Emporia High School or Emporia Middle School, be sure to follow the regulations for parking and always display the parking permit.

3. Identification nametags provided by ESU are required in most buildings.
## TUTORING LOG

ED/EL 220 Introduction to Teaching

<table>
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<tr>
<th>Date</th>
<th>Hours</th>
<th>Summary of Tutoring Activities</th>
<th>What did you learn?</th>
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Reflective essays

The mission of the Teachers College and preparation unit of Emporia State University is to develop The Professional: Critical Thinker, Creative Planner, and Effective Practitioner. 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 as a creative planner, critical thinker, and effective practitioner. 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 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. 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?
1. The student tutor:
   
   Submitted the tutor log for me to review  Yes____ No____
   
   Allowed me adequate time to review the log  Yes____ No____
   
   Appeared attentive  Yes____ No____

2. The student exhibited:
   
   Punctuality  Yes____ No____
   
   Appropriate dress  Yes____ No____
   
   Positive attitude  Yes____ No____
   
   Consistent attendance  Yes____ No____

3. The student completed the 30 required hours  Yes____ No____

If you responded “no” to any of the above, please give a brief explanation.
Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher signature/date  School