

## Evaluation Results

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## Evaluation Summary for EMU Outcomes 1-3: Philosophy of Education

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| <b>Final Score:</b>      | Meets Requirement                                                                                                                                                                                              |
| <b>Overall comments:</b> | "This rubric is new in 2011-12. The first two and last two rows received "1" ratings due to items not required in the 2010-11 ED 401 assignment. The candidate has met the requirements of the ED 401 course." |

## Detailed Results (Rubric used: Capstone Philosophy of Education F11)

| Beliefs about conceptual framework [Scholarship]                                                                                                                       |                                                                                                                                                                              |                                                                                                                                                                                      |
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| <b>(3) Exemplary</b><br>Articulates clearly the teacher education department's conceptual framework within one's philosophy of education.                              | <b>(2) Competent</b><br>Articulates some characteristics of the education department's conceptual framework within one's philosophy of education.                            | <b>(1) Does Not Meet Expectations</b><br>Does not identify important elements of the education department's conceptual framework.                                                    |
| <b>Criterion Score: 1.00</b>                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                      |
| Beliefs about the relationship between an ethic of care & sustainability [Scholarship]                                                                                 |                                                                                                                                                                              |                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Articulates clearly the teacher education department's conceptual understanding of caring within the context of sustainability.                | <b>(2) Competent</b><br>Articulates some characteristics of the education department's conceptual understanding of caring within the context of sustainability.              | <b>(1) Does Not Meet Expectations</b><br>Does not identify important elements of the education department's conceptual understanding of caring within the context of sustainability. |
| <b>Criterion Score: 1.00</b>                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                      |
| Beliefs about the aims or purposes of schooling [Inquiry]                                                                                                              |                                                                                                                                                                              |                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is well supported by scholarly literature. | <b>(2) Competent</b><br>Identifies a few important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature. | <b>(1) Does Not Meet Expectations</b><br>Does not identify important aims and purposes of schooling; incomplete or missing rationale that is not supported by scholarly literature.  |
| <b>Criterion Score: 2.00</b>                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                      |
| Beliefs about what children should learn [Inquiry]                                                                                                                     |                                                                                                                                                                              |                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the                 | <b>(2) Competent</b><br>Identifies some important content to be learned by children in his/her discipline & provides evidence based research to support                      | <b>(1) Does Not Meet Expectations</b><br>Does not identify important content to be learned by children in his/her discipline & provide evidence based research to support            |

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| rationale for the content.                                                                                                                                                                                                                                                                                | the rationale for the content.                                                                                                                                                                                                                                                            | the rationale for the content.                                                                                                                                                                                                                                                                                       |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>Beliefs &amp; attitudes about how children learn [Inquiry]</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Thoroughly explains the link among the stages of development, motivation, and learning theory; supports with a logical rationale that is well supported by scholarly literature.                                                                                                  | <b>(2) Competent</b><br>Explains the link among the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.                                                                                                  | <b>(1) Does Not Meet Expectations</b><br>Incomplete or missing explanations of link among the stages of development, motivation, and learning theory; incomplete or missing rationale that is not supported by scholarly literature.                                                                                 |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>Beliefs &amp; attitudes about how teachers should teach ALL children within specified discipline [Inquiry]</b>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Thoroughly explains the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is well supported by scholarly literature. | <b>(2) Competent</b><br>Explains the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is supported by scholarly literature. | <b>(1) Does Not Meet Expectations</b><br>Does not explain the link among the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; incomplete or missing rationale that is not supported by scholarly literature. |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>Beliefs about the impact of teacher effectiveness on the learning community [Inquiry]</b>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Thoroughly explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is well supported by scholarly literature.                                                                              | <b>(2) Competent</b><br>Explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is supported by scholarly literature.                                                                              | <b>(1) Does Not Meet Expectations</b><br>Does not explain the link between a caring learning community and teacher effectiveness to student achievement; incomplete or missing rationale that is not supported by scholarly literature.                                                                              |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>Beliefs about the roles of family, language, community, and culture in education [Inquiry]</b>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Thoroughly explains the critical interrelationships among the family, language, community, and culture in the education of individual students; supports with a logical rationale that is well supported by scholarly literature.                                                 | <b>(2) Competent</b><br>Explains the interrelationships among the family, language, community, and culture in the education of individual students; supports with a logical rationale that is supported by scholarly literature.                                                          | <b>(1) Does Not Meet Expectations</b>                                                                                                                                                                                                                                                                                |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>Citations &amp; APA format [Scholarship]</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b><br>Cites 7+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format                                                                                                                                          | <b>(2) Competent</b><br>Cites 4-6 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format                                                                                                                          | <b>(1) Does Not Meet Expectations</b><br>Cites 3 or less scholarly references; little or no connection to appropriate theorists to support statements & positions; not written in APA format                                                                                                                         |
| <b>Criterion Score: 3.00</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>EMU Writing Standards [Scholarship]</b>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
| <b>(3) Exemplary</b>                                                                                                                                                                                                                                                                                      | <b>(2) Competent</b>                                                                                                                                                                                                                                                                      | <b>(1) Does Not Meet Expectations</b>                                                                                                                                                                                                                                                                                |

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| Reflects "A" work according to EMU's undergraduate level writing standards.                                                                                                                                            | Reflects "B" work according to EMU's undergraduate level writing standards.                                                       | Reflects "C" or less work according to EMU's undergraduate level writing standards.                                                                      |
| <b>Criterion Score: 2.00</b>                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                          |
| <b>Integration of sustainability and the discipline: Identification of 1) a sustainability issue that relates to the discipline or 2) how the discipline can address a sustainability issue</b>                        |                                                                                                                                   |                                                                                                                                                          |
| <b>(3) Exemplary</b><br>Identifies an appropriate issue, clearly explaining connection between sustainability and the discipline.                                                                                      | <b>(2) Competent</b><br>Identifies an appropriate issue; connection between sustainability and discipline only vaguely explained. | <b>(1) Does Not Meet Expectations</b><br>Does not identify an appropriate issue and/or makes no attempt to connect sustainability and discipline.        |
| <b>Criterion Score: 1.00</b>                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                          |
| <b>Presentation of solution or sustainable course of action related to the discipline</b>                                                                                                                              |                                                                                                                                   |                                                                                                                                                          |
| <b>(3) Exemplary</b><br>A particularly creative or innovative solution or course of action is presented and accompanied by a thorough analysis of the issue. The solution/course of action is applicable to the issue. | <b>(2) Competent</b><br>A solution or course of action is presented and the solution/course of action is applicable to the issue. | <b>(1) Does Not Meet Expectations</b><br>A solution or course of action is not presented or the solution/course of action is incongruent with the issue. |
| <b>Criterion Score: 1.00</b>                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                          |

Unique, individual, special, these are the adjectives that have been used to describe us as long as we have been alive. There are more than six billion people in our world and no one is the same. If this has been ingrained within our psyche ever since birth, why do some educators still try and teach using one modality? To teach a group of individuals, who have different perceptions, outlooks, and thought processes using one strategy, is selfish and narrow minded. We've all had the teachers that lecture their class day in and day out and never stray from this approach to education. While strategies like these do work, they may only work for a small portion of the class. You cannot lump individuals together and make them a singularity. My outlook on the dynamic environment of education will be analyzed and interpreted as I seek to lay out my educational philosophy.

One view on why we go to school is to acquire the tools necessary to enter the workforce. Dewey states, "The main purpose or objective is to prepare the young for future responsibilities and for success in life, by means of acquisition of the organized bodies of information and prepared forms of skill which comprehend the material of instruction" (Dewey, 1938, p. 18). While this is often seen as the sole function of schooling there is much more. School functions as a microcosm of a society and teaches us how to interact with our peers. Another function is that school gives us the tools necessary to become lifelong learners. "...whereas there tends to be a clear ending to most individual's formal schooling, education never ends; rather, education is an endless process of growth" (Dewey, 1917). Upon entering school students begin to form a foundation, which

subsequent information is then built upon. School builds our foundation of inquiry, analysis, and knowledge, which we use for the rest of our lives.

The purpose of physical education is to give students the skill set and knowledge to enable them to be physically active for their entire lives. Standard One from the list of National Standards for Physical Education states: “a physically educated person demonstrates competency in motor skills and movement patterns needed to perform a wide variety of physical activities” (NASPE, 2004). The skill themes that fall into this realm are manipulative, non manipulative and locomotor movements. Manipulative skills include movements that involve another object, such as throwing, dribbling, and shooting. Non manipulative skills involve body movements such as turning, twisting, balancing. Locomotor involves dynamic body movements such walking, running, and skipping. These skills need to be taught to give the students the ability to successfully participate in physical activity and sports. The second standard from the National Standards for Physical Education states: “A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities” (NASPE, 2004). By learning this content students will have the knowledge that will enable them to participate regularly in physical activity. Preparing students for a lifelong lifestyle of healthy physical activity is the overarching goal for me as a physical educator.

I believe that children need to play an active role in the learning process to effectively learn. This outlook on how children learn is part of the constructivist philosophy. “This view argues that individuals learn meaningfully only when they play an active role in the construction of their knowledge (Alvermann & Muth, p29).” I disagree with a one way teaching in style where the teacher consistently dictates information to the

students and expects them to just memorize. Involving students in the learning process and giving them a voice is an effective way to motivate them. Giving student's freedom, albeit with a relative structure and progression, enables them to become thinking and intrinsically motivated individuals.

Although I agree with a constructivist approach to teaching, educators must tailor this according to their student's current stage of development. According to Piaget's development perspective, young people go through different stages of cognitive development by the continual process of assimilation and accommodation. Through these processes they move through the sensorimotor, preoperational, concrete operational, and formal thought stage. The two stages that students will fall into are the concrete operational (ages 6-12) and the formal thought phase (ages 11+). "The limitation of this stage is that children can only perform these operations and think logically about concrete objects and experiences, that is, objects that they can see, manipulate, or have direct experience with. Accordingly, they are much better at visual problems than verbal problems." When instructing students in the concrete operational stage, lessons should be more teacher guided. Instruction should be straightforward and focus on actions that can be visually demonstrated. Teachers should provide many opportunities for hands on activities. Instruction needs to be simple and consist of non abstract thought processes and provide many opportunities for student to physically experience the lesson. It's extremely beneficial for students to experiment, make mistakes, and continue to grow through the construction of knowledge.

Effective teachers must tailor their lessons to their student's cognitive ability in order to encourage and stimulate intellectual growth. When instructing students that fall under the formal operational stage; lessons should incorporate more abstract problem solving activities. "Formal operational thought is characterized by the ability to deal with

the abstract, engage in hypothetical deduction, consider alternatives, and perform logical reasoning” (Alvermann & Muth, p 30). Since students are more mentally capable they should play a greater role in the planning and control of their knowledge. Giving student’s freedom makes learning more meaningful and thus increases their motivation.

Education should be organized and built upon in a progressive manner. What students learn should be within a relative set of boundaries, but within those boundaries students should be given the ability to interact with and construct knowledge to furthest of their cognitive mental capabilities.

In order to accommodate the different learning styles of students it’s necessary to incorporate multiple teaching strategies. "According to international findings, most learners have between zero to six perceptual modalities or *strengths*—auditory, visual/picture, visual/print, tactual, kinesthetic and/or verbal kinesthetic (Dunn, 2009, p.136)." All physical educators should regularly employ multiple teaching strategies when instructing their students. When designing a lesson plan the educator must accommodate for these different learning styles. Physical educators must create modifications for their activities in order to accommodate different ability levels. “Although teachers talk about the idea of general motor ability, it is more commonly accepted to consider that there is a set of motor abilities related to specific skills”(Rink, p37). Within a given age group there are a variety of skill abilities. Including modifications within a given activity enables the students to practice at their skill level. By tailoring your activities to a student’s ability level you give the students the ability to be challenged without surpassing their level of capability.

By assessing the students the teacher is able to gauge what they know and enables them create a meaningful lesson progression. “Assessment determines where students are at a particular time in relation to an intended outcome” (Rink, p 240). Assessment enables

the student to discover their strengths and weaknesses. It provides them with information about themselves and motivates them to improve. All physical educators should use a variety of formative and summative assessment tools in order to accurately assess their students. Not all of these assessments even need to be graded. A mix between knowledge based written assessments and physical skill based assessments should be employed. Physical skill based assessments should be a reliable measure of the student's ability. This means that if a student would get the same score if they took the test more than once. Skill based tests should focus on the student's knowledge of the action. "The most common type of validity used in measures in physical education is for the teacher to define critical elements of what is to be measured and then match the measure to the list of critical evidence." (Rink, p244) When assessing a student's ability to shoot a basketball the test should focus on whether they correctly performed the components of a shot. By using a multitude of instructional strategies and assessment tools the teacher will enable the students to progress and learn to the fullest of their potential.

Environment plays a significant role in student learning. A supportive, nurturing, and safe classroom environment is critical for student success. Maslow states in his Theory of Motivation: "For instance, injustice, unfairness, or inconsistency in the parents seems to make a child feel anxious and unsafe. This attitude may be not so much because of the injustice per se or any particular pains involved, but rather because this treatment threatens to make the world look unreliable, or unsafe, or unpredictable" (Maslow, p377). Teachers must fulfill their students' instinctive drive for safety and security. One way to do this is to create an equitable learning environment. Educators must also create a physically as well as physiologically safe learning environment. If the student's need for safety is not being met they will withdraw from the learning environment. Students need to know that their teacher cares about them as a person. Teachers need to demonstrate

that they care about whether or not their students are successful. If a teacher takes an apathetic approach then the students will likely do the same. "Studies show students with caring and supportive interpersonal relationships in school report more positive academic attitudes and values, and more satisfaction with school. These students also are more engaged academically." Creating a caring learning environment is critical for students' academic success. Teachers must create an emotionally supportive environment in order to engage and encourage their students to be successful.

Family, culture, and the community play a strong role in the educational development of a child. When a child is born they are in effect a blank slate. As they develop and grow they absorb and construct knowledge through their experiences. Because of children's highly impressionable nature it is critical for family, culture, and community to play a supportive role in a child's education. "Locke holds that the mind is a *tabula rasa* or blank sheet until experience in the form of sensation and reflection provide the basic materials — simple ideas — out of which most of our more complex knowledge is constructed"( Uzgalis, 2010). If a child grows up in a family that values education and supports their child, then that child is more likely to be successful. Likewise if a child grows up in a family and community where education is not supported and values then that child is likely to also not value education. "There seems to be increasing consensus around the premise that broader neighborhood effects related to residential, ethnic and cultural communities are important...(New Zealand Ministry of Education, 2007, p.2)" Schools active in the community, are beneficial for student. Humans are extremely impressionable thus our family, culture, and community must provide an individual with support and encouragement for them to be successful.

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