

## 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 |
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## Detailed Results (Rubric used: Capstone Philosophy of Education F12)

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| <b>Beliefs about conceptual framework [Scholarship]</b>                                                                                                                           |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <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: 2.00</b>                                                                                                                                                      |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <b>Beliefs about the relationship between an ethic of care &amp; sustainability [Scholarship]</b>                                                                                 |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <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: 2.00</b>                                                                                                                                                      |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <b>Beliefs about the aims or purposes of schooling [Inquiry]</b>                                                                                                                  |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <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: 3.00</b>                                                                                                                                                      |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <b>Beliefs about what children should learn [Inquiry]</b>                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                          |
| <b>(3) Exemplary</b><br>Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content. | <b>(2) Competent</b><br>Identifies some important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content. | <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 the rationale for the content. |
| <b>Criterion Score: 3.00</b>                                                                                                                                                      |                                                                                                                                                                                        |                                                                                                                                                                                                          |

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| <b>Beliefs &amp; attitudes about how children learn [Inquiry]</b>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                        |
| <b>(3) Exemplary</b><br>Thoroughly explains the link between 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 between 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 between 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 between 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 between 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 between 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: 3.00</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 between 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 between 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><br>Does not explain interrelationships between the family, culture, and community in the education of individual students; incomplete or missing rationale that is not supported by scholarly literature.                                                                        |
| <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: 2.00</b>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                        |
| <b>EMU Writing Standards [Scholarship]</b>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                        |
| <b>(3) Exemplary</b><br>Reflects "A" work according to EMU's undergraduate level writing standards.                                                                                                                                                                                                         | <b>(2) Competent</b><br>Reflects "B" work according to EMU's undergraduate level writing standards.                                                                                                                                                                                         | <b>(1) Does Not Meet Expectations</b><br>Reflects "C" or less work according to EMU's undergraduate level writing standards.                                                                                                                                                                                           |

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| <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: 3.00</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: 2.00</b>                                                                                                                                                                                           |                                                                                                                                   |                                                                                                                                                          |

### **Beliefs About The Aims And Purposes Of Schooling**

There are many folds in the reasons for schooling. Some of them lie in the political arena, some of them lie in the social arena, and some of them lie in the personal arena (Goodlad). In the political arena, the purposes for schooling can come from local sources as well as those abroad (Goodlad). New schooling laws and mandates are set due to warnings about certain groups slumping or of our country losing its place among the strong countries of the world (Goodlad). From the social arena, we get the ideas of equality and every person getting a chance to have the education that they deserve (Goodlad).

Here politics and social conscience mix with the institution of the No Child Left Behind Act as well as the Individuals with Disabilities Education Act (Shapiro). Both of these focus on the idea of not allowing children to slip between the cracks in schooling or allowing them to “just get by” (Shapiro). This connects also with the personal reasons, each person wants the best for themselves (Shapiro). This happens thanks to these Acts as well as the drive of the teachers in front of the students (Goodland). The purpose of schooling is definitely not to just continue along the same old path as we have before and blindly accept the norm (Ayers). In doing so, we are restricting the ability of the students to learn because we are deciding what counts as “knowledge” (Dewey).

## **Beliefs About What Children Should Learn**

At the elementary level of schooling, specifics about what students should learn are placed in the hands of States. Virginia places all grades' learning into specific categories (Standards). Under Math, the headings are Numbers and Number Sense, Computation and Estimation, Measurements, etc (Standards). Each of the subjects carries a similar set and the States are all generally similar (Standards). They also must learn more broad ideas (the other six headings) (Malik 70). These are more about the rest of life rather than simply information and include such things as Creativity, Curiosity, and How to Learn (Malik 70). Both of these sets of headings rely on one another. For example, if a student does not know how to learn or has never been really taught to, the teacher cannot even begin to start thinking about moving up the "knowledge scale" (Malik 71). The teacher has to begin on the Explanation level.

What children should really learn definitely can't be summed up only in the "standards" or "scope and sequence". When learning is based around these standards, then our teaching becomes a listing of facts that doesn't relate to the students (Ayers). Instead, we must "free the curriculum" from these bondages and look at what should really be taught (Ayers). Standards that are common sense or that could be easily rationalized can be brushed aside and replaced by big picture ideas (Ayers). Using these big picture ideas, the students can then use their own brains to decide what the answer would be on standardized tests.

## **Beliefs & Attitudes About How Children Learn**

How children should learn basically fits under a set of six different headings (Malik 70). It fits into the specific of what the student is using the information to do, such as Explanation or Application (Malik 70). Depending on the level of knowledge, the student is required to have more or less knowledge on the topic (for example, a student using the knowledge in “Application” has to have more knowledge of the subject than a student working in “Explanation”) (Malik 70). Also, how students learn works in a kind of revolving door idea coming from David A. Kolb (Kocakoglu 54). He believed in four distinct but fluid stages of learning: Concrete Experience (Do), Reflective Observation (Observe), Abstract Conceptualization (Think), and Active Experimentation (Plan) (Kocakoglu 55). There was no specific starting point, but the learning would generally follow that order and would continue going around as the learning continued (Kocakoglu 55). Each point in the cycle provided the start for the next part and was also led into by the previous one (Kocakoglu 55).

## **Beliefs & Attitudes About How Teachers Should Teach ALL Children**

It is important for teachers to differentiate their learning as it matches their students (Bowgren 44). The “One size fits all” model no longer applies to education as we realize that different learning styles as well as the truly completely one of a kind students all require a little something different from their teachers (Bowgren 44). The way that we understand whether or not a student has learned the information that was presented to them must also be differentiated

according to their strengths (Bowgren 44). This does not “dilute” or “change” the content or what is expected to be learned, merely it is putting it into each student’s “language for learning” (Bowgren 44).

Teachers can also affect their students in both negative and positive ways in how interested the students are in continuing to learn (Dewey). This is the “whole learning experience”; not just whether or not the student learned the information that the teacher required (Dewey). Merely through simple things like choice of words or activities related to specific topics, teachers have the power to embolden or shrink their students (Dewey). It is therefore important for teachers to take the whole learning experience into account when planning or carrying out lesson plans (Dewey).

How actively a teacher tries to make their classroom interesting and engaging can make a huge difference on the learning community (Page). Students learn way more than just the subject (Page). They learn about the teacher (and how the teacher views them) and they also learn how to view the topic (Page). A history teacher who teaches using little enthusiasm, using mainly worksheets, direct instruction, and seems to have little interest in their students will discourage the student from enjoying learning, seeing the topic as anything but “something to be memorized”, and giving an effort (Page). All of this would be coming from the teacher and their attitude. Thinking even past that year, this teacher could ruin that subject for some students unless the students have a teacher soon who reverses the above habits (Page). This is why it is so incredibly important that teachers constantly hone their art.

## **Beliefs About The Roles Of Family, Language, Community, And Culture In Education**

The role of family is definitely huge for students, especially those with needs due to disabilities (Ray). This, however, is not just for students with special needs (Ray). Parents or guardians hold a huge role in a student's ability to excel academically (Zembar). They are the window through which a child catches their first glimpses of the other three parts of this section before they come to school or are introduced to other forms of community and society (Zembar). They also continue to be important as the teacher requires support from all parts of the community to aid in the education of the students.

In the end, it is also the community that gives the teachers their authority as the ones who will educate their children (Ayers). Just because a teacher has a teaching certificate doesn't mean that the community accepts them as being a good teacher. It is only if the teacher is a part of the community and has gained, or has not lost, the respect of the community, that they are empowered to teach (Ayers). No matter how qualified a teacher is, in the end it is the parents and others around them who decide whether they will stay or go (Ayers).

## **Analysis and Course of Action**

The sustainability of social systems would be the most important part of sustainability that I would want to teach my students. Power structures among continents, countries, ethnic groups, and even genders have changed throughout history. Some were sustainable for long

periods of time while others didn't last nearly as long. It is incredibly important that students learn to analyze the social systems in place to see if they can withstand the pressures that will bear down upon them. If a hard look says they won't, something obviously needs to change.

As an Elementary teacher, a portion of the standards reflect on sustainability as it relates to the environment. Pollution and the abuse of resources are topics required by the State of Virginia. When teaching these topics, it would be a great time to integrate social studies and science and talk about the sustainability of practices that relate to whatever is being studied. For example, in 4<sup>th</sup> grade the movement towards the desegregation of the school systems could easily work with the environmental effects of pollution in the Chesapeake Bay.

Within my classroom I would hope to nourish a community where we took care of our environment through our actions. Things as simple as taking good care of personal belongings so that they last a long time and don't need to be replaced could have a big effect on the sustainability of our environment. I would hope to cultivate an atmosphere where my students and I were both always looking for ways to reuse and recycle. One great way to do this would be to have students use their own personal quizzes and other assignments again by using the backs of the paper to take notes.

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