

## **Philosophy of Education Admission to Teacher Education**

**Assignment:** Write a 5-6 page, double-spaced, word-processed paper on your Philosophy of Education based upon the “Assessment Rubric for Teacher Education Admission Philosophy of Education Paper” rubric (see reverse). The paper combines research-based literature with your personal philosophy.

### **Format:**

1. Heading - Use the following headings to organize the paper according to the criteria in the rubric.
  - a. beliefs about conceptual framework\*
  - b. beliefs about the relationship between an ethic of care & sustainability\*
  - c. beliefs about the aims or purposes of schooling\*
  - d. beliefs about what children should learn
  - e. beliefs and attitudes about how children learn
  - f. beliefs and attitudes about how teachers should teach ALL children within specified discipline
  - g. beliefs about the impact of teacher effectiveness on the learning community\*
  - h. beliefs about the roles of family, language, community, and culture, and in education\*

\*This knowledge is developmentally appropriate for ED 101 candidates. Items without an asterisk(\*) reflect knowledge learned later in teacher education. Candidates are expected to write to each item in the rubric. Weighted grading reflects the developmental stage of ED 101 candidates.

### **2. Sources**

Most sources should come from current research published within the last five years, with the exception of seminal works of educational theorists. The *EMU Teacher Education Handbook* is a valuable resource.

### **3. APA Style**

- The paper must conform to the 6<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (APA) format for
  - in-text citations. Eg. (Levine, 2007). When direct quoting: (Levine, 2007, p. 239)
  - references <http://owl.english.purdue.edu/owl/section/2/>
- Consult the *APA Documentation/Reference Samples* link at <http://www.emu.edu/education/apa/>

### **4. EMU Writing Standards - Your paper will be evaluated according to the EMU undergraduate writing standards rubric. Click on the following link: <http://www.emu.edu/academic-support/writing/faculty/>**

### **5. Academic Integrity Policy – Your paper must adhere to EMU’s Academic Integrity Policy found at: <http://www.emu.edu/academic-support/writing/AcadIntegPolicy2010.pdf>**

6. EMU's Academic Support Center (Hartzler Library 3<sup>rd</sup> Floor). Seek writing assistance as needed.
7. Evaluation: The paper is graded out of 45 points and will be weighted as 25 points of your total grade.
8. Keep an electronic copy of this paper to edit and submit to your Teacher Education Admission Portfolio as part of the admission to teacher education process in your sophomore year.

**Please submit the rubric as the final page of your exam.**

### Assessment Rubric for Philosophy of Education Paper

| Project Components                                                                                      | Exemplary<br>3                                                                                                                                                                                                                                                                                    | Competent<br>2                                                                                                                                                                                                                                                      | Does Not Meet Expectations<br>1                                                                                                                                                                                                                                                                    | Score |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Beliefs about conceptual framework</b>                                                               | Articulates clearly the teacher education department's conceptual framework within one's philosophy of education.                                                                                                                                                                                 | Articulates some characteristics of the education department's conceptual framework within one's philosophy of education.                                                                                                                                           | <b>Does not</b> identify important elements of the education department's conceptual framework.                                                                                                                                                                                                    | x 2   |
| <b>Beliefs about the relationship between an ethic of care &amp; sustainability</b>                     | Articulates clearly the teacher education department's conceptual understanding of caring within the context of sustainability.                                                                                                                                                                   | Articulates some characteristics of the education department's conceptual understanding of caring within the context of sustainability.                                                                                                                             | <b>Does not</b> identify important elements of the education department's conceptual understanding of caring within the context of sustainability.                                                                                                                                                 | x 2   |
| <b>Beliefs about the aims or purposes of schooling</b>                                                  | Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                                                                             | Identifies a <b>few</b> important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature.                                                                                                         | <b>Does not</b> identify important aims and purposes of schooling; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                                                                                    | x 2   |
| <b>Beliefs about what children should learn</b>                                                         | Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.                                                                                                                                         | Identifies <b>some</b> important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.                                                                                               | <b>Does not</b> identify important content to be learned by children in his/her discipline & provide evidence-based research to support the rationale for the content.                                                                                                                             | x 1   |
| <b>Beliefs &amp; attitudes about how children learn</b>                                                 | <b>Thoroughly</b> explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                                  | Explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.                                                                                                  | <b>Incomplete or missing</b> explanations of link between the stages of development, motivation, and learning theory; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                                 | x 1   |
| <b>Beliefs &amp; attitudes about how teachers should teach ALL children within specified discipline</b> | <b>Thoroughly</b> 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 <b>well</b> supported by scholarly literature. | 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>Does not</b> explain the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature. | x 1   |
| <b>Beliefs about the impact of teacher effectiveness on the learning community</b>                      | <b>Thoroughly</b> explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                | 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>Does not</b> explain the link between a caring learning community and teacher effectiveness to student achievement; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                                | x 2   |
| <b>Beliefs about the roles of family, culture, and community in education</b>                           | <b>Thoroughly</b> explains the critical interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is <b>well</b> supported by scholarly literature.                                                           | Explains the interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is supported by scholarly literature.                                                                    | <b>Does Not</b> explain interrelationships between the family, culture, and community in the education of individual students; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                        | x 2   |
| <b>Citations &amp; APA format</b>                                                                       | Cites 7+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format                                                                                                                                                          | Cites 4-6 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format                                                                                                                            | Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format                                                                                                                                               | x 1   |
| <b>EMU writing Standards</b>                                                                            | Reflects "A" work according to EMU's undergraduate level writing standards                                                                                                                                                                                                                        | Reflects "B" or "C" work according to EMU's undergraduate level writing standards                                                                                                                                                                                   | Reflects less than "C" work according to EMU's undergraduate level writing standards                                                                                                                                                                                                               | x 1   |

|       |      |
|-------|------|
| Total | / 45 |
|-------|------|

## ED 401 Assignment Description:

### 2. PHILOSOPHY OF EDUCATION (20%)

Philosophy of Education paper—**September 15 draft** (10%) and **November 17 final** (10%)

**The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream.**

Part one of the assignment includes the following components: beliefs about the aims or purposes of schooling; beliefs about what children should learn; beliefs and attitudes about how children learn; beliefs and attitudes about how teachers should teach ALL children within community and beliefs about the roles of family, culture, and community in education. This is not just a summary of your personal philosophy of education since it involves your understanding and knowledge of foundations of education that you will further develop and refine throughout this course. Although articulating one's philosophy of education and demonstrating your understanding of foundations of education can be an arduous task, it is a necessary one, and will serve you well in your future endeavors as an educator. Please refer to the detailed assignment description and rubric.

Part two of the assignment is a description of your ideal school with regard to:

(1) ANALYSIS: Identify issues of sustainability that occur in your classroom or discipline related to:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

(2) COURSE of ACTION: Write a description (with examples) of how these principles might be applied – what might happen in your classroom if you were demonstrating the principles of sustainability. As you consider sustainability in your classroom, please address:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

The paper must conform to the 6th edition of the *Publication Manual of the American Psychological Association* (APA) format. Your paper will also be evaluated on the basis of EMU undergraduate writing standards rubric.

**Eastern Mennonite University**  
**Assessment Rubric for Philosophy of Education Paper**

(The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream)

| Part I: Philosophy                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                    |       |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Project Components                                                                                      | Exemplary<br>3                                                                                                                                                                                                                                                                                    | Competent<br>2                                                                                                                                                                                                                                                      | Does Not Meet Expectations<br>1                                                                                                                                                                                                                                                                    | Score |
| <b>Beliefs about conceptual framework</b>                                                               | Articulates clearly the teacher education department's conceptual framework within one's philosophy of education.                                                                                                                                                                                 | Articulates some characteristics of the education department's conceptual framework within one's philosophy of education.                                                                                                                                           | <b>Does not</b> identify important elements of the education department's conceptual framework.                                                                                                                                                                                                    |       |
| <b>Beliefs about the relationship between an ethic of care &amp; sustainability</b>                     | Articulates clearly the teacher education department's conceptual understanding of caring within the context of sustainability.                                                                                                                                                                   | Articulates some characteristics of the education department's conceptual understanding of caring within the context of sustainability.                                                                                                                             | <b>Does not</b> identify important elements of the education department's conceptual understanding of caring within the context of sustainability.                                                                                                                                                 |       |
| <b>Beliefs about the aims or purposes of schooling</b>                                                  | Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                                                                             | Identifies a <b>few</b> important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature.                                                                                                         | <b>Does not</b> identify important aims and purposes of schooling; incomplete or missing rationale that is <b>not</b> supported by scholarly literature.                                                                                                                                           |       |
| <b>Beliefs about what children should learn</b>                                                         | Identifies important content to be learned by children in his/her discipline & provides evidence-based research to support the rationale for the content.                                                                                                                                         | Identifies <b>some</b> important content to be learned by children in his/her discipline & provides evidence-based research to support the rationale for the content.                                                                                               | <b>Does not</b> identify important content to be learned by children in his/her discipline & provide evidence-based research to support the rationale for the content.                                                                                                                             |       |
| <b>Beliefs &amp; attitudes about how children learn</b>                                                 | <b>Thoroughly</b> explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                                  | Explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.                                                                                                  | <b>Incomplete or missing</b> explanations of link between the stages of development, motivation, and learning theory; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                                 |       |
| <b>Beliefs &amp; attitudes about how teachers should teach ALL children within specified discipline</b> | <b>Thoroughly</b> 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 <b>well</b> supported by scholarly literature. | 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>Does not</b> explain the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature. |       |
| <b>Beliefs about the impact of teacher effectiveness on the learning community</b>                      | <b>Thoroughly</b> explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is <b>well</b> supported by scholarly literature.                                                                                | 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>Does not</b> explain the link between a caring learning community and teacher effectiveness to student achievement; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature.                                                                                |       |

|                                                                                                                                                                                          |                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                                             |              |
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| <b>Beliefs about the roles of family, culture, and community in education</b>                                                                                                            | <b>Thoroughly</b> explains the critical interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is <b>well</b> supported by scholarly literature. | Explains the interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is supported by scholarly literature. | <b>Does Not</b> explain interrelationships between the family, culture, and community in the education of individual students; <b>incomplete or missing</b> rationale that is <b>not</b> supported by scholarly literature. |              |
| <b>Citations &amp; APA format</b>                                                                                                                                                        | Cites 7+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format                                                                                                | Cites 4-6 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format                                                         | Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format                                                                        |              |
| <b>EMU writing Standards</b>                                                                                                                                                             | Reflects “A” work according to EMU’s undergraduate level writing standards                                                                                                                                                              | Reflects “B” or “C” work according to EMU’s undergraduate level writing standards                                                                                                                | Reflects less than “C” work according to EMU’s undergraduate level writing standards                                                                                                                                        |              |
| <b>Total</b>                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                                             |              |
| <b>Part II: Sustainability in Education</b>                                                                                                                                              |                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                                             |              |
| <b>Criteria</b>                                                                                                                                                                          | <b>Exceeds expectations<br/>3</b>                                                                                                                                                                                                       | <b>Meets expectations<br/>2</b>                                                                                                                                                                  | <b>Does not meet expectations<br/>1</b>                                                                                                                                                                                     | <b>Score</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 | Identifies an appropriate issue, clearly explaining connection between sustainability and the discipline.                                                                                                                               | Identifies an appropriate issue; connection between sustainability and discipline only vaguely explained.                                                                                        | Does not identify an appropriate issue and/or makes no attempt to connect sustainability and discipline.                                                                                                                    |              |
| Presentation of solution or sustainable course of action related to the discipline                                                                                                       | 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.                                          | A solution or course of action is presented and the solution/course of action is applicable to the issue.                                                                                        | A solution or course of action is not presented or the solution/course of action is incongruent with the issue.                                                                                                             |              |
| <b>Total</b>                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                                             |              |