

DEVELOPING A PERSONAL PHILOSOPHY OF EDUCATION

Your beliefs influence your actions. Your personal belief system -- your philosophy of education -- will determine what values you emphasize, how you organize and manage your classroom, what content you stress, and which teaching methods you use.

In order to develop your personal philosophy of education, think about the following questions:

- (1) How do you view the role of school in society? What are the purposes of education? How do we assure that schools serve all students well?
- (2) How do you view the student? What is the student's role in his/her education? How do we assure that all students are prepared to assume that role?
- (3) How do you view the role of the teacher? How is this consistent with the above beliefs? What are the primary responsibilities of the teacher in a society that values diversity?
- (4) How will you design your curriculum, instruction and classroom management so that it will best maximize the learning of the very diverse population of students you can expect to find in your classrooms?
- (5) Given the diversity of families, how will you include them in the education of their children?

After considering these questions, develop an outline that describes your personal beliefs about teaching a particular grade level or subject. Do not write in generalities -- be specific, so that your philosophy reflects what you value and hold important. At the same time, be sure that all of your ideas support what you value in education. Consider your audience to be your future employer, so be genuine in expressing your personal beliefs.

Write a rough draft, specifying the age/grade/subject early in the paper. Check to see if there is a smooth transition from one idea to another. Determine a title that fits your educational philosophy. Include as a subtitle "My Philosophy of Education" (for example, "The Drill Sergeant: My Philosophy of Education"). If written communication skills are weak, seek help from the Writing Center.

Develop a working draft that incorporates the following guidelines (a three to five page double spaced document with one inch margins utilizing no larger than a 12 point font). This working draft will be reviewed by a peer during class on November 23. You should also ask someone outside of class to review your draft. I will schedule an individual conference with you outside of class time if you wish or you can ask another professor, a friend or family member to review your draft. Both reviews must be submitted when you turn in your final draft. Your final draft is due on or before December 9.

IDEAS EXPRESSED

5. Does the author avoid the use of jargon?
6. Are you clear about the age/grade/subject early in the paper?
7. What meaning do you make of the author's view of the purpose of education and the role of schools?
8. What meaning do you make of the author's view of the student? Is it consistent with the other ideas expressed?
9. What meaning do you make of the author's view of the role of the teacher? Is it consistent with the other ideas expressed?
10. What meaning do you make of the author's view of curriculum, instruction and management? Is it consistent with the other ideas expressed?
11. What meaning do you make of the author's view of the inclusion of families?
12. Do you have any suggestions that might help the author better communicate his/her ideas?

THE PERSONAL PHILOSOPHY OF EDUCATION PAPER
An Evaluation Rubric

The following will be used by the instructor to grade the final draft of the philosophy of education paper. The statement in **bold** is the *standard* to be met, with points assigned to levels of attaining that standard.

A. The paper expresses a strong, coherent set of values that permeate the author's views regarding the role of schools, students, teachers, curriculum, instruction and management.

- 10 All ideas work together to support the stated values.
- 8 Most ideas and examples support the stated values.
- 6 While many ideas support the stated values, others are in contradiction.
- 4 Values are not strong enough to support ideas; author has ideas but these do not seem to flow from values.
- 2 Values are implied in ideas and examples but there is no evidence that these values form the ideas.
- 0 No values stated or implied.

B. The paper uses specific, concrete examples to explain and illustrate the author's philosophy.

- 5 Relevant examples support all of the main ideas.
- 4 Relevant examples support most of the main ideas.
- 3 Relevant examples support a few of the main ideas.
- 2 Examples are given but these do not support the values of the philosophy.
- 1 The few examples that are given do not well support the philosophy.
- 0 Examples are not given; the paper relies on generalities.

C. The paper includes all of the relevant aspects of a philosophy of education: the role of schools, students, teachers, and curriculum, and the instruction, management and inclusion of families that support them.

- 10 All areas are covered clearly.
- 8 All areas are covered implicitly.
- 6 All critical areas but one are covered.
- 4 More than one critical area is not covered.
- 2 The author has made no attempt to systematically cover these aspects.
- 0 The paper does not cover any of these areas.

D. The paper gives evidence of deep personal thought and genuine expression.

- 10 The ideas are original and well developed, reflecting intense analysis over time.
- 8 The ideas are well developed and sincere, pulling from sources that support the author's thinking.
- 6 The ideas appear to be a genuine expression of the author's thinking, and reflect some critical thought.
- 4 The ideas borrow heavily from readings and discussion with some evidence that they have been internalized by the author.
- 2 The ideas borrow haphazardly from readings and discussion with little evidence that they have been internalized by the author.
- 0 The ideas show no reflection on the part of the author.

E. This paper engages the reader, stimulating thinking about teaching.

- 5 Most interesting reading, beginning to end; the reader converses with the paper.
- 4 Holds reader's interest to the end, leaving reader with several new ideas.
- 3 Reader maintains interest but is exposed to few new ideas.
- 2 Paper is interesting but offers no new ideas.
- 1 Parts of the paper hold the reader's interest.
- 0 Paper is boring.

F. This paper uses appropriate structures for communicating its ideas.

- 5 Paper is well written, with paragraphing , sentence structures and transitions supporting effective communication of ideas.
- 4 Paper is well written, with paragraphing , sentence structures and transitions for the most part supporting effective communication of ideas.
- 3. Paper has some structures that make the communication of ideas less clear.
- 2. Paper has a number of structural irregularities that interfere with clear communication of ideas.
- 1 Writing ability significantly interferes with clear communication of ideas.
- 0 Ideas cannot be discussed because writing is incoherent.

G. This paper uses appropriate conventions, including those specified for use in this assignment.

- 5 Paper is well written, with spelling, punctuation and formatting supporting effective communication of ideas.
- 4 Paper is well written, with spelling, punctuation and formatting for the most part supporting effective communication of ideas.
- 3. Paper has some errors in the use of conventions that make the communication of ideas less clear.
- 2. Paper has a number of errors that interfere with clear communication of ideas.
- 1 Use of conventions in writing significantly interferes with clear communication of ideas.
- 0 Ideas cannot be discussed because errors in the use of conventions impedes communication.