



Course Syllabus

COMM 5670.01	TEACHING IN A DIVERSE SOCIETY	Summer06
WEBG	Catherine Korobey korobeca@webster.edu or ckorobey@aol.com 314-961-2660 X7653	3 Credit hours

COURSE DESCRIPTION:

Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.

1. LEARNING OUTCOMES:

Learning Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
describe the interrelationship between teaching and learning in light of learning theory	SOE 1.4 MO-STEP 2.4
analyze individualized instruction based on prior experience, learning styles, strengths, and needs	SOE 2.1, 4.1, 4.2, 4.3 MO-STEP 3.1, 3.2
describe how instruction is connected to students' prior experiences and family, culture, and community	SOE 3.2, 4.2 MO-STEP 3.4
use a variety of sources to research and present information on the impact of student diversity and local communities on school culture.	SOE 4.1, 4.2 MO-STEP 3.4, 7.1, 7.2, 7.4, 10.3, 10.4
identify and critique different classroom management styles	SOE 4.2 MO-STEP 6.1
develop a personal philosophy of education which addresses the role of schools, students, teachers, curriculum, instruction and assessment, classroom organization and management, diversity, and school culture	SOE 1.4, 3.1, SOE Dispositions 1, 2, 3 MO-STEP 3.1, 3.4, 4.2, 6.1, 8.3

analyze and reflect on observed educational practice

SOE 3.1, SOE Dispositions 1, 2, 3
MO-STEP 9.1

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

WEEK 1: Overview of course; introductions

What Is Education? : Myths and Metaphors

Overview of history of education

Read: Oakes/Lipton--Chapter 1, pp 3-35

Assignment: Journal prompt #1

WEEK 2: Traditional and contemporary philosophies and learning theories

Read: Oakes and Lipton, Chapters 2 –3,

Assignment: Journal prompt #2

WEEK 3: Issues and principles of curriculum; curriculum content; reconstruction and invention; ShowMe Standards; explanation of the Community Project

Read: Oakes/Lipton--Chapters 4, 5

Assignment: **Journal prompt #3; Question 1 due**

WEEK 4: The place of assessment; instructional processes; philosophy paper explained

Read: Oakes/Lipton--Chapter 6

Assignment: Journal prompt #4; **Question 2 due**

WEEK 5: Classroom management; grouping and labeling; school organization and culture

Read: Oakes/Lipton--Chapters 7, 9

Assignment: Journal prompt #5; **Question3 due**

WEEK 6: Understanding Poverty

Read: Payne—Chapter 1 - 4

Assignment: Journal prompt # 6; **Question 4 due**

WEEK 7: Understanding Poverty

Read: Payne—Chapters 5 -9

Assignment: Journal prompt #7; **On-line peer evaluation of philosophy paper**

WEEK 8: School-Community relations; School-Community Study Reports

Read: Oakes/Lipton—Chapter 10

Assignment:**Journal prompt #8; Philosophy Paper due**

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required

3.4. RESOURCES:

Required Text(s):

Oakes, J. and Lipton,,M. (2002). Teaching to Change the World, 2nd edition. Boston: McGraw-Hill

Payne, R. (2004). A Framework for Understanding Poverty. Highlands, Texas: Aha! Processing

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is expected. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

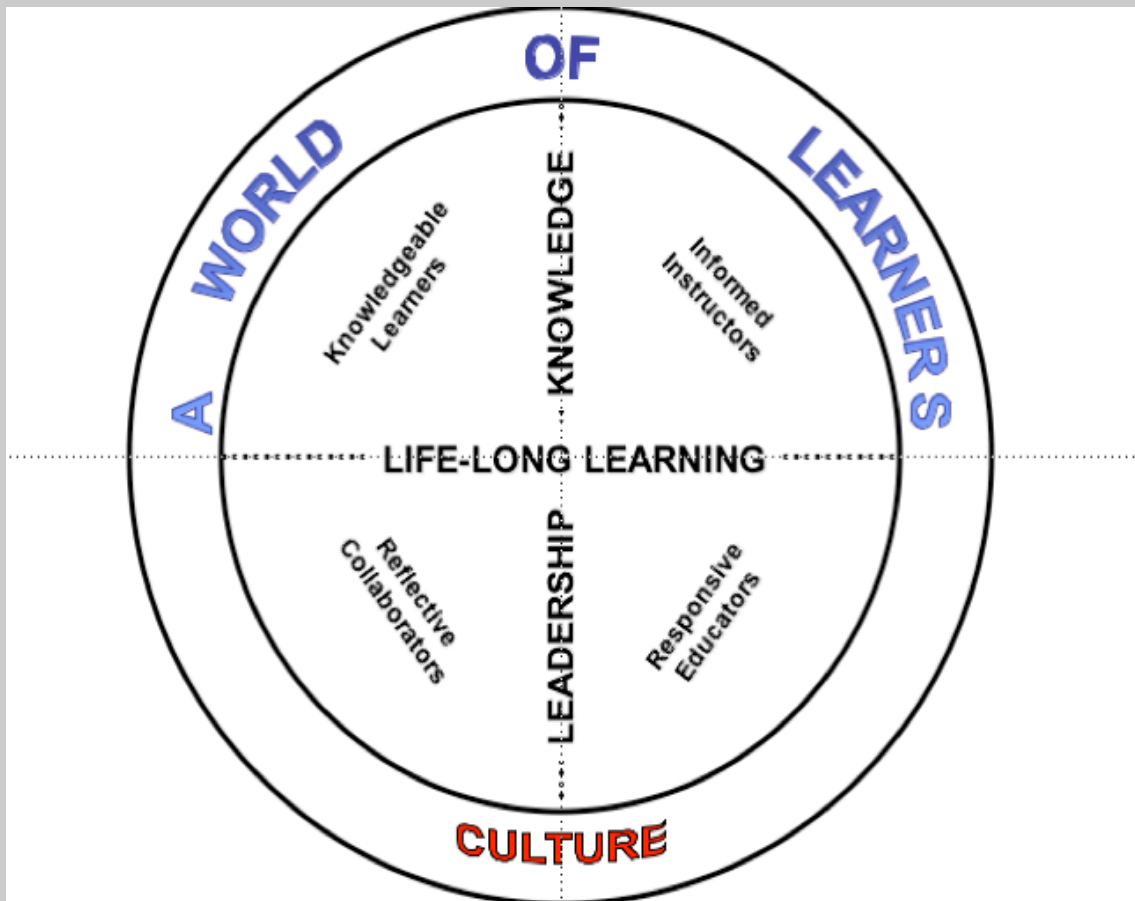
Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

SCHOOL OF EDUCATION GOALS

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/ adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>

MoSTEP Standards	Performance Indicators
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer / technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>

COMM 5670 Philosophy Questions

1. Awareness of Self

Reflect upon and describe several experiences you had growing up that may have influenced your understanding of the concept of culture. Explain how your cultural identity affects your ideas about teaching and learning.

2. Awareness of Others

Our society is changing rapidly. Cities and schools are becoming increasingly integrated, the international business community continues to expand, and immigrant and refugee populations swell national borders. As a result of increased contact with others whose cultural background, attitudes, actions that are different than ours, it is critical for us as teachers to interact effectively with students of diverse backgrounds. Based on your reading of the text and handouts, identify obstacles to working with those who are different than you. Discuss specific relationships between family, community, and school that you will seek to foster.

3. Teaching and Learning

Given what we know about how children learn, how will you design instruction to provide support to students? Also, knowing that all children can learn, but not necessarily the same thing in the same way on the same day, how will you meet the needs of students of varying abilities and differing experiential backgrounds? Consider this question in light of student differences.

4. Curriculum and Assessment

A teacher is responsible for making decisions about the curriculum taught in the classroom and the methods of assessing student learning. These decisions are affected by the teacher's background and his/her philosophy as well as the school district's guidelines and, increasingly, state and federal guidelines. How will you ensure that the curriculum and assessment you design for your classroom, while meeting these external mandates, promotes the understanding of multiple perspectives and the development of higher order thinking necessary to prepare empowered citizens for a diverse and democratic society?

Feedback Form: Question 1

Awareness of Self

Reflect upon and describe several experiences you had growing up that may have influenced your understanding of your cultural identity. Explain how your cultural identity affects your ideas about teaching and learning.

1. The entry describes personal experiences with clarity and enough detail for the reader to understand the context of the experiences and the elements of cultural identity that the writer bring out in his or her analysis.

Comments:

2. The entry clearly explains the writer's understanding of his or her cultural identity as an influence on how he or she views teaching and learning.

Comments:

3. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 2

Awareness of Others

Our society is changing rapidly. Cities and schools are becoming increasingly integrated, the international business community continues to expand, and immigrant and refugee populations swell national borders. As a result of increased contact with others whose cultural background, attitudes, and actions are different than ours, it is critical for us as teachers to interact effectively with students of diverse backgrounds. Based on your reading of the text and handouts, identify challenges to working with those who are different from you. Discuss specific relationships between family, community and school that you will seek to foster in order to overcome these challenges.

1. The entry clearly identifies significant challenges that could become obstacles in teaching or in teaching with others whose cultural background, attitudes and actions differ from one's own.

Comments:

2. The entry clearly explains the writer's plan to develop relationships among family, community and school which will help address those challenges.

Comments:

3. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 3

Teaching and Learning

Given what we know about how children learn, how will you design instruction to provide support to students? Also, knowing that all children can learn, but not necessarily the same thing in the same way on the same day, how will you meet the needs of students of varying abilities and differing experiential backgrounds? Consider this question in the light of student differences.

1. The entry clearly addresses the writer's plan for developing instruction that is differentiated to fit the needs of students of varying ability.

Comments:

2. The entry clearly addresses the writer's plan developing instruction that is differentiated to fit the needs of students of differing experiential background.

Comments:

3. The entry demonstrates that the writer understands the role cultural differences may play in children's learning needs.

Comments:

4. This entry is well structured and free of mechanical error.

Comments:

Feedback Form: Question 4

Curriculum and Assessment

A teacher is responsible for making decisions about the curriculum taught in the classroom and the methods of assessing student learning. These decisions are affected by the teacher's background and his or her philosophy as well as the school district's guidelines and, increasingly, state and federal guidelines. How will you ensure that the curriculum and assessment that you design for your classroom, while meeting these external mandates, promotes the understanding of multiple perspectives and the development of higher order thinking necessary to prepare empowered citizens for a diverse and democratic society?

1. The entry clearly addresses the writer's plan for promoting the understanding of multiple perspectives in order to prepare students as empowered citizens of a diverse and democratic society and describes how this can be accomplished at the level at which he or she will teach.

Comments:

2. The entry clearly addresses the writer's plan for promoting the development of higher order thinking in order to prepare students as empowered citizens of a diverse and democratic society and describes how this can be accomplished at the level at which he or she will teach.

Comments:

3. The entry demonstrates that the writer understands the role of external mandates in guiding the development of curriculum and assessment.

Comments:

Community Study Project

Presentation: Class 8

PURPOSE

The Community Study Project in COMM 5670 Teaching in a Diverse Society is designed to assist the student beginning the Education program in understanding the role of the community in schools. The community is defined as the community of learners, both within and around the school, that support the mission of the school. The preservice teacher shall make a clear connection between the influence of the community of learners and the learning of the children in that community of learners. The preservice teacher shall demonstrate an understanding of the influence of the learning community by relating the study to a larger picture: the text; other readings; outside resources.

COMMUNITY OF STUDY

Preservice teachers in COMM 5670 work individually or in a small group to analyze a school. This school shall be the focus of the Community Study, defining the school community and neighborhoods included in the study.

PROCESS

Preservice teachers will define the scope of the study. Preservice teachers will: determine the questions to be researched; delineate a presentation format; and determine a method of evaluating performance on the project.

Questions to be studied will fit five categories:

- the community surrounding the school
- the school itself
- the teachers
- the families
- the children

Preservice teachers are encouraged to use the following methods of inquiry:

- historical records
- public information from the State and district
- demographics
- research regarding like communities
- observation

Also useful but requiring prior approval of all parties are methods specific to this study:

- surveys
- interviews
- use of children's work

PRESENTATION

Each presentation will take 20 – 30 minutes and be accompanied by visuals (posters, charts, pamphlets, PowerPoint). Please be sure to request technology needed in advance.

EVALUATION

Preservice teachers shall develop a simple scoring guide, based on depth of research and understanding of the impact of the learning community on the education of children.

Journals

Journals are our communication regarding the readings of the week. Each week you will receive a journal prompt that relates to the reading of that week in the text. You may respond to the prompt no later than at the next class, either on paper (typed) or by e-mail posted in the week before the class. Attached is a rubric that you can use to evaluate your journal. I will respond to but not grade the journal, but I expect that you are reflecting on the content of the text being used at the time. Journal entries are to be no more than one page double spaced. Late entries are penalized by the day.

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.

Total Points out of 50: _____

This Key Assessment is evaluated as:

___ Not Proficient

___ Nearing Proficiency

___ Proficient