

BUENA VISTA UNIVERSITY – DENISON CENTER
EDCO 280-01 STRUCTURE AND PHILOSOPHY OF AMERICAN EDUCATION
TERM 4, 2008 – March 6 to May 1, 2008 (084T)
5:30 – 8:05 p.m. Monday or Thursday

Instructor: Tom Haskell, M.Ed.
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Office Hours: 1:00 – 5:00 Tuesday/Wednesday; 9:30 – 2:30 Friday (Council Bluffs)
Denison Center afternoons before class. After class if you do not have a late class.

COURSE DESCRIPTION:

Structure and Philosophy of American Education is a comprehensive overview of the foundations of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide pre-service teachers with an understanding of the teaching profession, its historical development, and the issues and controversies confronting American education today. The topics covered in the course provide beginning educators with a broad picture of education and schooling in the United States, and give them the basis for informed decision making in the complicated educational environment they are about to enter. A primary focus of the course is to prepare students to be reflective practitioners, the organizing theme of Buena Vista University Teacher Education program.

COURSE COMPETENCIES:

Course competencies establish what is to be learned within a course. The competencies for this course are drawn from Buena Vista University Education Program goals, Iowa Department of Education guidelines, the Interstate New Teacher Assessment and Support Consortium (INTASC) principles endorsed by the Iowa Department of Education, and the Council of Learned Societies in Education. Because INTASC principles are a primary emphasis in the teacher education program, they are referenced parenthetically in the competencies and listed in full at the conclusion of the section. Upon completion of Education 280, students will demonstrate an understanding of the following:

<u>Competencies</u>	<u>Demonstrations</u>
The current status of the profession of teaching.	Teacher Interviews
The social, historical, and philosophical foundations of American education (INTASC 9).	Quizzes Writing Samples
<i>9.11 The teacher understands the historical and philosophical foundations of education.</i>	Philosophy of Education Paper
The impact of democratic principles on the role and nature of public education.	Issue Papers and Article Reviews
The role of law and policy in informing and guiding educational practice (INTASC 10).	Quizzes Supreme Court Cases

Competencies and Demonstrations Continued on next page.

Competencies

Demonstrations

10.11 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) with which s/he works.

**School Board Visit
Classroom Observations
Teacher Interviews
Article Reviews**

10.11 The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations related to possible child abuse.

**Supreme Court Cases
Issue Papers**

The role of moral and ethical perspectives in shaping school-based decision and activities.

**Issue Papers
Philosophy of Education Paper
Article Reviews**

The nature of school governance and funding.

The impact of race, culture and ethnicity on school and student performances (INTASC 10).

**Issue Papers
Article Reviews**

10.12 The teacher understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health and economic conditions) may influence students' lives and learning

In short, learners will have the opportunity to take a good hard look at American education as they prepare for a rewarding occupation. The course provides an opportunity to reflect on American educational theories and practices, and is the setting for formulating nascent personal philosophies and beliefs concerning education and professional growth.

The Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The Teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The 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.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

There will be an education program handout with greater detail about these 10 Principles. (2nd class session)

TEXTBOOKS AND MATERIALS:

1. Allan C. Ornstein and Daniel U. Levine [OL]*, Foundations of Education, 10th Ed. (Boston, MA: Houghton Mifflin. 2008).
http://college.hmco.com/education/ornstein/foundations/10e/student_home.html
2. Fred Schultz (editor) [S]*, Annual Editions – Education, 2008-2009, 35th Edition. (Dubuque, IA: McGraw-Hill Contemporary Learning Series, 2008)
<http://www.mhcls.com/online/get-isbn.mhtml?isbn=0073516252#links-top>
3. Recommended: 8 X 11 ½ “ Spiral Notebook; three ring binder for materials from class.
* *abbreviations used for textbooks*

WORLDWIDE WEB:

1. Department of Education: <http://www.ed.gov/> . Leads to all sorts of other places such as:
<http://nces.ed.gov/nationsreportcard/about/> or
http://wdcrocolp01.ed.gov/Programs/EROD/org_list.cfm (useful for papers)
2. Both of the textbooks have numerous sites mentioned in the chapters and the bibliographies. (Use textbook links – see above.)
3. Some “semi-commercial” sources and educational organizations are helpful:
E.g., “Teachers.net” at <http://teachers.net/> (look at past articles and ideas for starting school)
Other sites include “For the New Teacher” <http://teachersnetwork.org/ntol/resources/>
“Education World: Teachers Best Friend” (graphic organizers and free resources.)
http://www.education-world.com/tools_templates/index.shtml
Iowa’s site, “Web Resources for Educators” <http://www.dmea.org/resources.htm>
“Teacher Connection” part of Phi Delta Kappa: <http://www.pdkintl.org/tconnect/tchome.htm>
4. Miscellaneous: Buena Vista <http://www.bvu.edu/> (Some education pages as well as campus news.)
Buena Vista Teacher Education Website: <http://www.bvu.edu/academics/education/teachered/>
Note: There are some minor differences between the main campus and the centers, but portfolio artifacts and checkpoints are identical.
5. Instructor Website: <http://members.aol.com/haskelloma/>
6. Professional Organizations (Examples):
National Education Association: <http://www.nea.org/> (see “issues in education”)
American Federation of Teachers: <http://www.aft.org/> (salary surveys)
Council of Chief State School Officers (including INTASC)
http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/
Recommend: <http://www.ccsso.org/content/pdfs/corestrd.pdf>
National Association of Secondary School Principals
http://www.nassp.org/s_nassp/index.asp?CID=1138&DID=54609 home page
National Association of Elementary School Principals: <http://www.naesp.org/>
American Association of School Administrators: <http://www.aasa.org/> (includes policy issues)
Parent Teacher Association (PTA): <http://www.pta.org/>

TEACHING STRATEGIES:

The major teaching approaches in this course will consist of lecture, media, small and large group discussion, oral presentations, group work, reflective teaching tasks, reading, writing, classroom visits (prelude to more formal observations later in the program), on-line experiences, professional interviews, and preparing oral and written critiques of visual and written materials.

COURSE REQUIREMENTS:

(10% will automatically be deducted for work turned in late. Tests must be done as scheduled. Any other arrangements at instructor's discretion.) Dates listed are approximate. Please report any discrepancies.

1. **ATTENDANCE, PARTICIPATION AND HOMEWORK (10%) [10 Points]** (See evaluation section for further detail.) **Regular attendance is ESSENTIAL. Activities will require the use of information presented in class. Points will be subtracted for absences.** Sharing information is important in this class. If you do not attend, you cannot share. You are responsible for the material you have missed and make-up work must be submitted. Participation is more than just being in class. Being prepared and being actively engaged in targeted activities are essential.
2. **QUIZZES (10%) [10 Points]**
Two short quizzes will be administered during the course to ascertain reading and classroom comprehension. Fourth and Sixth Weeks
3. **CLASS ACTIVITIES: OBSERVATIONS, COURT CASE SUMMARY, SCHOOL BOARD MEETING, AND TEACHER INTERVIEWS (30%) [30 Points]**
 - a. Submission of Court Case Summary (2/11/08; 5 points) – **one** page.
 - b. School Board Meeting Report (2/18/08 **or earlier**; 5 points)
 - c. Two classroom observations and two teacher interviews – **one K-6 and one 7-12.** (Seventh week **or earlier** – *earlier is strongly recommended*). [5 points each = 20 points]
(Only those reports that have two observations and two interviews completed will be counted.)
4. **IN-CLASS WRITING EXERCISES (10%) [10 points] Scheduled same days as quizzes.**
 - a. Writing Exercise #1 is scheduled for Week Four. (5 points)
 - b. Writing Exercise #2 is scheduled for Week Six. (5 points)
5. **ISSUE PAPER (8%) and PRESENTATION (2%) [10 points]**
A short issue paper of five to seven pages will be prepared. The paper topic will be by "lottery." Use at least three sources for your bibliography other than your text. The paper is end of week 7. Early submission OK. Presentations will be scheduled for before final.

REQUIREMENTS FOR ISSUE PAPER:

- ?? Papers must be typed (includes computer-generated word-processing) and double-spaced (except for longer quotes which are treated differently).
- ?? All quotes must have a corresponding footnote or endnote identifying the source(s).

Plagiarism will not be tolerated and will result in automatic failure for the paper. If you have four or more words in succession from a source, you need to use quotation marks and have a corresponding footnote or endnote.

- ?? All research papers should have title pages and bibliographies. Use a good style manual and include all necessary information.
- ?? Excessive spelling errors, grammatical errors, typographical mistakes, or generally poor syntax will result in lower grades for papers. Late papers will receive point deductions.
- ?? Fonts—use regular fonts (not extra bold or “frilly”) not to exceed 12-point type. Preferred fonts are Times New Roman, Arial, Century Schoolbook, and Courier (many others are acceptable).
- ?? Margins—one-inch on all sides is preferred.

A PARTIAL LISTING – SAMPLE TOPICS

Accommodating Cultural Differences/Diversity	Government Education Standards (State and National)	National Assessment of Educational Progress (NAEP)
Performance Based Assessment	Gender Equity (Title IX)/Gender Bias	Charter Schools
Bilingual Education	"Savage Inequalities"	Vouchers
Standardized Testing for Teachers	Teenage pregnancies and Sex Education	Parents as Partners
Character Education	Separation of Church & State	Inclusion
No Child Left Behind	After School Programs	Middle Schools
Standardized Testing for Students	Home Schooling	Professional Certification
Violence in Schools/Zero Tolerance	Neighborhood Schools/School Choice	Accountability
School Consolidation	Mentoring	Community Involvement

6. PERSONAL PHILOSOPHY OF EDUCATION (10%) [10 points] Due _____.

This philosophy will become part of your portfolio. See attached sheets for requirements and rubric. <http://www.bvu.edu/academics/education/teachered/courses.asp> Portfolio Item for EdCo 279/280. Must have at least two resources properly documented other than text for "Basic" in this category. (Do not include Dictionaries.)

7. FIVE ARTICLE REVIEWS FROM ANNUAL EDITIONS (10%) [10 points]

*See topic sequence for titles and due dates for the reviews. **Recommend early submission.** Article schedule next class session.*

8. FINAL EXAMINATION – COMPREHENSIVE (10%) [10 points]

Scheduled for Eighth Week. Proctored and/or Take-home.

TOPIC SEQUENCE:

The dates that accompany this topic sequence schedule are meant to be as reliable as possible, but the instructor reserves the right to modify the schedule or correct errors. Report any internal discrepancies to the instructor. Note that sometimes topic discussion or class activities might be in advance of the readings.

Note: Education program meeting Thursday, 1/10/08, from 7:30 – 8:30 p.m. (Class begins 8:30 p.m. on 1/10/08)

I. Introductory Topics (Weeks One and Two) -- What should schools teach? Why do you wish to be a teacher? Issues facing education today. The problem of communication -- writing skills for today's teachers. The steps in Buena Vista University's Teacher Education Program [OL] Chapter 1, 16 (474-484) [S] Also during these class sessions the following administrative matters will be discussed:

1. Classroom observations – one each – K-6 (elementary) and 7-12 (secondary).
2. Teacher interviews – one elementary and one secondary.
3. School Board Visit and Report.
4. Court cases will be selected – by drawing.
5. Current Issue will be selected – by drawing.

- II. The Teaching Profession (Weeks Two and Three). [OL] Chapters 2-4.**
 [S] All read, p. 189 plus pp. 211-212 Readings TBA. Select *one to review*.
 What constitutes a typical profile for a teacher? Why do people select teaching as a career? What are the current working conditions and employment prospects? How do prospective teachers find jobs and what is certification? Why do teachers join unions?
 While many talk about teaching as a profession does it qualify? Introduction to the teacher as a reflective practitioner.
 Philosophies of Education
- III. An Overview of the Development of American Education (Weeks Four and Five)**
 [OL] Chapters 5-6; [S] TBA. Select *one to review*. .
 Foreign Roots; Philosophical Roots; Pioneers in Education
 American Experience
1. Colonial experience through the Revolutionary War
 2. From the Revolutionary War to the 20th Century
 3. From the Turn of the Century to the present.
- Quiz #1 and Writing Exercise #1 (Week Four)
- IV. Politics and Control in American Education. Legal and Financial Issues. (Weeks Five, Six, and start of 7) [OL] Chapters 7, 8, 9, 11 (344-352); [S] TBA. Read all. Select *one to review*.**
 How are schools managed? Who has control? How do less-advantaged groups obtain school resources?
 How do school boards operate?
 What political/economic arrangements are there for financing schools? What choices do states make when financing schools?
 Court Case Papers Use format in the syllabus -- keep a copy for yourself. (**One** page.)
 Reporting of court cases.
 Iowa Code and additional legal case studies.
 School Board Meeting report due
 Quiz #2. (Week 6) Writing Exercise #2 relating to government and the schools (including the court cases).
 Issue Papers (Week 7).
- V. Ethical, Philosophical, and Current Issues in American Education. (End of Week 7 and Week 8)**
 [OL] Chapters 12-14; [S] TBA Read all. Select *one to review*.
 Interviews and observations due.
 Personal philosophy of education (probably earlier).
- Current issues presentations (Before Final).
 Comprehensive Final Examination

GRADING METHOD:

NAME: _____

Issue Paper Topic _____

1. Attendance and Participation (10%) _____ (0 - 10)

10 = Excellent participation; no unexcused absences; contributes to the class; asks pertinent questions; and is obviously familiar with the reading assignments.

9 = Very good participation and adequate on all other criteria.

8 = Good participation and adequate on all other criteria.

7 = Fair participation and adequate on most other criteria.

3 = Poor participation.

0 = No participation.

Deductions (if any): _____ -1 for first unexcused absence; -4 for two unexcused absences; and -10 for three or more unexcused absences.

2. Quizzes (10%) _____ (0 - 10)

_____ (0 - 5) First Quiz. Fourth week

_____ (0 - 5) Second Quiz Seventh week.

3. Class Activities (30%) _____ (0 - 30)

_____ (0 - 5) Court Case Summary (fifth week).

_____ (0 - 5) School Board Meeting Report (as soon as possible)

_____ (0 - 20) Observations and interviews (*must do all four for credit in this section*)

[_____ (0 - 5) K-6; _____ (0 - 5) 7-12; _____ (0 - 5) Interview 1; _____ (0 - 5) Interview 2]

4. Writing Exercises (10%) _____ (0 - 10)

_____ (0 - 5) First Writing Exercise.

_____ (0 - 5) Second Writing Exercise.

5. Issue Paper (8%) end of 7th week & Presentation (2%) _____ (0 - 10)

_____ (0 - 3) Mechanics (Grammar, spelling, & appropriate format).

_____ (0 - 1) Complete title page, footnotes or endnotes, and appropriate bibliography.

_____ (0 - 4) Content. (Accurate and coherent narration.) Late points (deduction)?

PAPER SCORE _____ (0 - 8) + _____ (0 - 2) PRESENTATION

6. Personal Philosophy of Education (10%) PORTFOLIO ITEM _____ (0 - 10)

7. Five Article Reviews 2nd week, 3rd week, 5th week, 6th week, and 8th week (10%) – **must do all five for credit in this section**

1. _____ (0-2); 2. _____ (0-2); 3. _____ (0-2); 4. _____ (0-2); 5. _____ (0-2); _____ (0 - 10)

8. Final Examination (10%) May modify this section for possible take-home exam. _____ (0 - 10)

_____ (0 - 30) Identification Items (5 pts. ea.)

_____ (0 - 40) Essay or Mini-Essays

_____ (0 - 30) Objective Section

TOTAL SCORE _____ (0 - 100) x 10%

TOTAL FOR THE ABOVE ITEMS (#1 THROUGH #8) _____ (0-100)

COURSE GRADE: _____

GRADING SCALE:

A = 92 -100

B = 84 - 91

C = 75 - 83

D = 65 - 74

F = Below 65

PNC OPTION*

P = 70 - 100 (Pass)

NC = Below 70 (No Credit)

(See attachment for evaluation procedure.)

*PNC option is usually NOT available for education majors.

ACCOMMODATIONS:

Buena Vista University provides reasonable accommodations through an organized process. Students desiring needed accommodations must follow the University's process. Forms are available at: http://www.bvu.edu/departments/academicaffairs/cae/studentaccommodations_sl.asp. Please contact Donna Musel, Director of the Center for Academic Excellence (CAE) to begin this process.

ACADEMIC SERVICES:

Buena Vista University provides academic services through the Center for Academic Excellence which serves as the university's academic support unit. Students may access tutors by logging on to: <http://www.bvu.edu/departments/academicaffairs/cae/> and making an appointment with the appropriate tutor.

ACADEMIC POLICIES: <http://www.bvu.edu/academics/catalog/2006-07/programpolicies.asp>

See also the current catalog. <http://www.bvu.edu/academics/catalog/2007-08/> New students should acquire a current catalog as it will guide you through your program. Specific policies needing reinforcement include:

Academic Honesty

Buena Vista University believes that personal integrity and academic honesty are fundamental to scholarship. We strive to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students.

Accordingly, honesty in all academic matters is expected from all students. Actions contrary to academic integrity will not be tolerated. Any attempt to cheat, misrepresent someone else's work as one's own, receive credit for work one did not do, obtain an unfair advantage over other students, or aid another student to do the above will be considered a breach of academic integrity. The faculty have confidence in the integrity of students and encourage students to exercise good judgment in fulfilling this responsibility.

Examples of such activities include, but are not limited to:

- ?? **Cheating** (intentionally using or attempting to use unauthorized material, assistance, or study aids in any academic work). For example, using a cheat sheet for a test, looking at another student's paper during an exam, stealing or buying all or parts of an exam or paper, altering and resubmitting work for a better grade without prior approval to do so, etc.
- ?? **Plagiarism** (representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source). For example, misrepresenting another's work as one's original work, using someone else's idea without giving proper credit, failing to cite a reference or failing to use proper documentation, using works of another gained over the internet and submitted as one's own work, etc.

- ?? **Falsification and/or misrepresentation of data** (submitting contrived or made up information in any academic exercise). For example, making up data, citing non-existent sources, etc.
- ?? **Facilitating academic dishonesty** (knowingly helping or attempting to help another violate any provision of the academic honesty policy). For example, working together on a take home exam or other assignment when the option has not been made available, giving your paper/assignment to another student for his/her use, etc.
- ?? **Computer crimes** (damaging or modifying computer programs without permission). For example, software piracy, hacking, constructing viruses, knowingly introducing viruses into the system, copying programs and/or data belonging to others, etc.
- ?? **Multiple submission** (submitting, without prior approval from the instructors involved, any work submitted to fulfill academic requirements in another class). For example, submitting the same paper for two different classes, etc.
- ?? **Misrepresentation of academic records** (knowingly misrepresenting or tampering with any portion of official records of the university or transcripts). For example, forging a change of grade slip or registration form, tampering with computer records, etc.
- ?? **Unfair advantage** (trying to gain unauthorized advantage over fellow students). For example, gaining or facilitating unauthorized access to exam materials (past or present); interfering with another student's efforts in an academic exercise; lying about the need for an extension on a paper or assignment; destroying, hiding, removing or keeping, library materials, etc.

Any violation of this policy will be treated as a serious matter. The instructor has primary responsibility over classroom behavior and maintaining academic integrity. Instructors are encouraged to specify clearly at the beginning of each course what constitutes violations of academic honesty and the consequences for academic dishonesty. In cases of repeated or flagrant violations, a student may be dismissed from the university. Depending on nature and severity of the offense, the university reserves the right to exact maximum penalty, even in the case of a first offense.

Exact procedures and appeals are covered in the catalog. The above information does not replace or supersede catalog policies.

On the next few pages you will find information needed for your written exercises:

- 1) Single page Guide for the Article Review based in part on the one that appears in the Annual Editions on p. 236 -- you may copy it from the syllabus website and create a template, or you are welcome to word process your own form using these items;
- 2) Single page guide for your court case; and
- 3) Inserted pages from on-line Teacher Education Program – Rubric and Guidelines for the portfolio item – Philosophy of Education.

Additional help with papers:

<http://www.dianahacker.com/resdoc/> (general paper format including title pages)

<http://www.bedfordstmartins.com/online/citex.html> (specializes in web citations)

The above URLs have sample papers in multiple formats, APA, MLA, and Chicago. Follow these examples for web citations. Buena Vista University's education department prefers APA.

Annual Editions Article Review Form

Review should be in your own words. If quotes are used, proper citation is necessary. You may copy this page or save as a template.

Name:

Date of Review:

Title and Number of Article:

Briefly state the main idea of the article:

Choose three important facts that the author uses to support the main idea. Write each fact as a complete sentence:

What information or ideas discussed in this article are also discussed in your textbook or were talked about in class? Have you done any other readings related to the focus of this article?

List any new terms or concepts that were discussed in the article and provide a short definition.

Were there any assumptions or points raised in the article that seem to reflect biased opinion, faulty reasoning, or conclusions that seem unmerited from the evidence presented?

ACTIVITY #1 – SUPREME COURT CASE

EdCo 280 - Structure & Philosophy of American Education ONE PAGE LIMIT!

NAME:

Points Scored: _____ (0 - 5 -- Instructor Use)

Full Case Title:

Proper Citation (volume & page number):

Actual Date Case Was Decided:

Decision of the Court (vote):

Case Summary:

Importance of the Case to Education:

PORTFOLIO ASSIGNMENT AND GRADING RUBRIC
EDCO 279/280 Structure and Philosophy of American Education
PHILOSOPHY OF EDUCATION
Paper

Answering the following questions will constitute a written philosophy that meets the knowledge component of **INTASC Standard Number 9** regarding the **philosophical foundations of American education** which says, "The teacher understands the historical and philosophical foundations of education." This paper will be evaluated using the attached rubric. Use APA format and include reference page.

Type 5-7 pages, double-spaced, size 12, Times New Roman font.

- **What do you believe is the overall purpose of education?**
Why do schools exist? Reference historical figures, past and present educational leaders, politicians, authors etc.
- **Which of the classic educational philosophies and philosophers are the closest match for you and why?** Idealism, realism, pragmatism, existentialism. Locke, Rousseau, Pestalozzi, Froebel, Spenser, Dewey, Montessori, Piaget, and Illich.
- **What is your vision of the way schools should be regarding...**
 1. Curriculum
 2. Instruction
 3. Assessment

Include your knowledge of current trends and best practices in all three areas.

Where did you get the ideas that informed your vision?

Reference your **experiences** as a student and as an intern, the **people, time periods, and cultures, course readings, the teachers you interviewed, our guest speakers** etc. Reference **any other reading and networking** you have done throughout your education.

- **What is your motivation for becoming a teacher?**
Please do not write in generalities about caring for children because there is an assumption that teachers care about kids. Get specific, personal, and sincere on this question. Who inspired you? What do you want to gain from the profession? Why the specific subject and grade level? What did school do for you? What is the impact you hope to have on students' lives as learners and human beings? In this section, tell what you want students to say about you after you have been their teacher. How will their time with you have changed them as learners and people? What commitment will you make to ensure that students' intellectual, emotional, and social needs are met?

In the conclusion of this paper, complete this sentence. "Teaching is..."

SCORING RUBRIC
EDCO 279/280 Structure and Philosophy of American Education
PHILOSOPHY OF EDUCATION
Paper

The following is the scoring rubric for your assignment. Scores of unsatisfactory on any section are unacceptable and will require revision and rewriting.

PURPOSE OF EDUCATION

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Purpose of education explained clearly and completely. Relevant, telling, quality details go beyond the obvious. Writing from in-depth references to text and other sources. Reader's questions are anticipated and answered.	Purpose of education explained in detail. Ideas are clear. Details go beyond the obvious. Related references made to text and other sources. Many of the reader's questions are anticipated and answered.	Purpose of education is explained. Ideas are somewhat clear. Some resources referenced. Some of the reader's questions are anticipated and answered.	Purpose of education is not explained. Information is limited or unclear. The length is not adequate for development. References are inadequate or inappropriate. The reader is left with questions.

EDUCATIONAL PHILOSOPHY

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Educational philosophy is explained clearly and completely. Relevant, telling, quality details go beyond the obvious. Writing uses references to existing educational philosophies. Comprehensive explanation of connection between classic philosophy and your beliefs.	Educational philosophy explained in detail. Ideas are clear. Details go beyond the obvious. Related references made to text and other sources. Clear explanation of connection between classic philosophy and your beliefs.	Educational philosophy is explained. Ideas are somewhat clear. References to text and other resources. Connection to classic philosophy is explained.	Educational philosophy is not explained. Information is limited or unclear. The length is not adequate for development. Missing or inadequate references to text and other resources. Connection to classic philosophy is non-existent or unclear.

VISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT (CIA)

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Vision of CIA is based on extensive references to current trends and best practices in education. Used appropriate, comprehensive research and current literature to support vision. Writing reflects in-depth understanding of CIA that impacts student learning.	Vision of CIA is based on relevant current trends and best practices in education. Used reasonable amount of research and current literature to support vision. Writing reflects competent understanding of CIA that impacts student learning.	Vision of CIA is based on current trends and best practices in education. Used some research and current literature to support vision. Writing reflects basic understanding of CIA that impacts student learning.	Vision of CIA is based on few/no current trends and best practices in education. Used little/no research and current literature to support vision. Writing reflects little/no understanding of CIA that impacts student learning.

MOTIVATION FOR BECOMING A TEACHER

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Motivation for entering teaching explained clearly and completely. Relevant, telling, quality details go beyond the obvious. Writing from knowledge or experience; ideas are fresh and original. Reader's questions are anticipated and answered.	Motivation for entering teaching explained in some detail. Ideas are clear. Details go beyond the obvious. Many of the reader's questions are anticipated and answered.	Motivation for entering teaching is explained. Ideas are somewhat clear. Some of the reader's questions are anticipated and answered.	Motivation for entering teaching is not explained. The reader is left with questions. Information is limited or unclear or the length is not adequate for development. The ideas are a simple restatement of a simple answer to the question. The text is repetitious, disconnected, and contains too many random thoughts.

USE OF RESOURCES

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Wide variety of resources and research used effectively to support educational philosophy. Student writing demonstrated depth and breadth in knowledge base that informed personal philosophy of education.	Variety of resources and research used to support educational philosophy. Student writing demonstrated an advanced knowledge base that informed personal philosophy of education.	Resources and research used to support educational philosophy. Student demonstrated adequate knowledge base that informed personal philosophy of education.	Little use of resources and research to support educational philosophy. Student demonstrated little knowledge base beyond personal opinions and experiences regarding educational philosophy.

CONVENTIONS

DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Excellent control over widely used conventions. Uses conventions accurately to enhance meaning. Text appears clean, edited, and polished. Errors are minor or not evident.	Control over widely used conventions. Appropriate use makes meaning clear. Some errors but minor in terms of influencing meaning	Reasonable control over widely used conventions. Some errors distract but do not obscure meaning. Moderate editing needed with more attention to detail.	Limited control over widely used conventions. Errors are frequent and distracting. Paper reads like a rough draft. Extensive editing needed.