 **Rubric for Philosophy of Education Paper**

**EDUC 300 / CORE 310**

**Student Name:**

TEP Portfolio Rubric**—***Used only if the student is in the Teacher Education Program*

**STANDARD H: The candidate articulates and demonstrates an understanding of educational philosophy,** the history of education, and current educational trends and issues **(INTASC Principle 1 and 9)**.   
The Philosophy Paper illustrates your level of understanding of Standard H of the Dordt College Teacher Education Program Standard. Scores above 2 indicate competency in this standard.

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| Developing  1 2 | Competent  3 4 | Exemplary  5 |
| Is unable to articulate a coherent educational philosophy | Articulates a coherent educational philosophy. | Articulates a coherent and meaningful educational philosophy. |
| Lacks a coherent position on issues topics are unrelated or inconsistent | Views are generally coherent and compatible with one another | Views are clear, consistent, and compatible with one another |
| Relies on assertions and general opinions | May include some unsupported opinions | Claims are well supported by specific references and philosophical constructs. |
| Uses general opinions | Addresses some key issues | Addresses all key issues and inherent philosophical tensions |
| Simplistic or dualistic thinking | May not recognize the complexity or implications of the issues on his/her philosophy | Recognizes complexity and implications of an educational philosophy |

**Score for Standard H 1 2 3 4 5 (Circle One**)

**Worldview/Overview (45 points) Summary of Personal Views on Metaphysics, Epistemology, and Axiology**

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| Developing  10 20 | Competent  30 40 | Exemplary  45 |
| Worldview descriptions is narrow, shallow, or disconnected from a vision of life. Does not address philosophical questions nor are connections made to educational questions. For example, no mention is made concerning what is real, true, or valued in the educational issues below. | Worldview shows emerging complexity, depth, and authentic connection to a vision of life but with some lack of coherence or independent expression Responds to philosophical questions but connections throughout paper are missing. | Worldview description has complexity, depth and authentic connection to a vision of life, as well as a measure of independent expression. Responds to and makes connections to philosophical topics throughout the paper (applying personal metaphysics, epistemology, and axiology to educational issues). Presents sound propositions and adequately supports each claim. |
| The best papers are quite precise and accurate with these specific philosophical constructs, using the exact words *metaphysics, epistemology*, and *axiology*, and integrating these concepts with the writer’s personal worldview (for example, based on biblical concepts of truth, reality, and values). Further, excellent papers address both aspects of axiology. | | |

**View of the student (25 points)**

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| Developing  5 10 | Competent  15 20 | Exemplary  25 |
| The view of the student lacks complexity, value for education, or connection to a scriptural understanding. | The view of the student shows emerging complexity, connection to scriptural understanding, and value for education. | The view of the student is well-developed, consistent with the writer’s worldview *and* with research on human development, and applicable to the student’s role in the educational process. Include implications for classroom management. Shows how the view of the student relates to the view of the teacher, curriculum, sense of calling, and purpose of education. |
| The best papers go beyond a single view of the student—drawing on the course textbooks and different philosophies studied—specifically mentioning dissimilar facets within the view of the student, addressing these inherent tensions, and integrating the writer’s view of the student with the writer’s personal worldview (e.g., rooted in a scriptural view of personhood). Further, excellent papers address classroom management and how the view of the student impacts the other components of a philosophy of education. Many of the best papers include a metaphor to describe the view of the student. | | |

**View of the teacher (20 points)**

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| Developing  5 | Competent  15 | Exemplary  20 |
| Limited understanding of the issues involved in teacher roles and their connections to other aspects of educational philosophy. Focus is on one aspect of teaching. | Emerging understanding of the issues involved in teacher roles and their connections to other aspects of educational philosophy | The view of the teacher is well-developed, consistent with the writer’s worldview and with societal expectations for teachers. Shows understanding of different roles and expectations for teachers. Shows how the view of the teacher relates to the view of the student, curriculum, sense of calling, and purpose of education. |
| The best papers go beyond a single view of the teacher—drawing on the course textbooks and different philosophies studied—specifically mentioning different roles and dissimilar facets within the view of the teacher, addressing these inherent tensions, and integrating this view with the writer’s personal worldview (e.g., rooted in a scriptural view of personhood, authority, and grace). Further, excellent papers specifically name the different roles and provide apt metaphors for teaching and address how the view of the teacher impacts the other components of a philosophy of education, such as perspectives on classroom management. | | |

**View of curriculum and instruction (20 points)**

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| Developing  5 | Competent  15 | Exemplary  20 |
| The paper shows limited awareness of the issues relevant to curriculum and instruction, including their nature, themes, and connections to educational purpose and the view of the student, teacher, and work. | The paper shows an emerging understanding of the nature of curriculum and instruction, their major themes, and their connections to educational purpose and the view of the student, teacher, and work. | The paper provides a flexible but coherent understanding of curriculum and instruction and their connections to educational purpose and the view of the student, teacher, and work. |
| The best papers—drawing on the course textbooks and different philosophies studied—address the major issues in curriculum choice (such as state standards, parental concerns, and integration of worldview issues), addressing some of the tensions inherent in curriculum decisions. Further, excellent papers provide specific examples of practical applications of responsible curriculum and instruction decisions and address briefly how curriculum and instruction relate to other components of a philosophy of education, such as standardized testing. | | |

**Purpose of education (20 points)**

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| Developing  5 | Competent  15 | Exemplary  20 |
| The paper shows limited awareness of the purpose of education in our society and presents only a weak rationale with few or no connections to worldview, purpose of education, and view of the student, teacher, and work. | The paper shows an emerging understanding of the nature and purpose of education, its rationale, and its connections to worldview, purpose of education, and view of the student, teacher, and work. | The paper presents a broad but coherent definition of education in our society and a logical rationale for it. The rationale is well connected to worldview, purpose of education, and view of the student, teacher, and work. |
| The best papers—drawing on the course textbooks and different philosophies studied—address the varying expectations placed on the education system by local communities, parents, the state, and others. Excellent papers provide specific examples to illustrate potentially competing demands—such as job preparation, citizenship, discipling, or Kingdom building—explaining how these relate to one’s overall worldview and addressing briefly how the purpose of education relates to other components of a philosophy of education, such as parents’ and states’ goals for education. | | |

**View of calling/work (20 points)**

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| Developing  5 | Competent  15 | Exemplary  20 |
| Paper shows limited awareness of the issues presented by the interaction of education and one’s calling. | Paper shows emerging awareness of the issues presented in the biblical concept of calling and emerging ability to present a coherent view of how education is involved in a student’s life calling. | Presents a coherent view of the role of divine calling (vocation and avocation) in education. Presents a biblical perspective on the role of education in helping to form a student’s life calling. |
| The best papers—drawing on the course textbooks and different philosophies studied—address both vocation and avocation (or other ways of addressing preparation for life) and education’s role in these. Excellent papers provide specific examples or metaphors to illustrate the role of education in one’s life. Excellent papers explain how a view of calling and work relate to one’s overall worldview and address briefly how the view of calling relates to other components of a philosophy of education. For example, excellent papers may address the sense of calling felt by the teacher and how that can relate to strengthening a sense of educational purpose for teacher and student alike. | | |

**Conclusion (5 points)**

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| Developing  1 2 | Competent  3 4 | Exemplary  5 |
| The conclusion is too short, too long, or missing, and does not wrap up the paper adequately. | The conclusion prevents the paper from ending abruptly by summarizing or synopsizing the paper’s main points. | The conclusion provides an “elevator speech” of the writer’s philosophy of education, reviewing the most salient key points as they relate to the writer’s worldview. |
| The best papers include a succinct and pithy synopsis of the entire paper without sounding redundant. | | |

**Quality of the writing (20 points)**

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| Developing  5 | Competent  15 | Exemplary  20 |
| The level of disorganization of the essay’s arguments limits its effectiveness | The essay is largely organized and coherent | As a whole the essay is organized and coherent. |
| The style and tone of the essay are an impediment to reader engagement | The essay is largely successful in engaging the reader through its style and tone | The essay engages the reader through its style and tone. |
| Writing errors imply a lowered level of professional presentation | Writing errors are few, indicating an acceptable level of professional presentation | Absence of writing errors indicates a high level of professional presentation. |
| Citations are missing. OR  Citations and references do not follow APA guidelines. | Citations and references mostly follow APA guidelines. | The paper properly cites the textbooks and/or other sources. Citations and references follow APA guidelines. |
| The writer did not seem to consider peer input. | The writer has received and apparently considered the provided input from two peers. | The writer seems to have addressed concerns or implemented suggestions in her/his paper based on peer critiques. |
| The best papers are 8-12 pages in length, include section headings, and make regular reference to the course’s textbooks and other worldview sources (such as the Bible). All borrowed ideas are properly acknowledged and cited. | | |

**TurnItIn**

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| Paper Not Accepted | Acceptable |
| TurnItIn.com indicates problems with the paper’s originality. | TurnItIn.com clears the paper with no red flags. |

**Score: /175**