

Initial Philosophy (Level 1) Updated Fall 07

The purpose of this assessment is to ascertain a starting point for the growth process of a developing philosophy of education that will continue throughout the candidate's program. This assessment is in ED 302 - Foundations of Education II.

Performance Assessment

Performance Assessment			
	Target (3 pts)	Acceptable (2 pts)	Unacceptable
Essay (1, 16%) AL-AQT- 2007.3.c.1.4 AL- PEPE-6.2.5	Targeted performance is evidenced by a well-developed and organized essay.	Acceptable performance is evidenced by a developed and organized essay.	Unacceptable performance is evidenced by an essay that lacks development and organization.
Conceptual Framework (2, 33%) AL-AQT- 2007.5.c.5.1 NCATE-1	Targeted performance in the essay is evidenced by inclusion of the conceptual framework of the Unit that (a) explains the theme, (b) links all four program goals, (c) delineates the nine outcomes, (d) highlights the six professional dispositions, and (e) includes the interwoven strands of diversity and the use of technology.	Acceptable performance in the essay is evidenced by the inclusion of portions of the conceptual framework of the Unit that (a) explain the theme, (b) describe two of the four program goals, (c) delineate six of the nine outcomes, (d) highlight three of the six professional dispositions, and (e) include the importance of diversity and technology.	Unacceptable performance in the essay is evidenced by an unclear description of the conceptual framework of the Unit that (a) lacks explanation of the theme, (b) describes fewer than two of the four program goals, (c) delineates less than six of the nine outcomes, (d) highlights less than three of the professional dispositions, and (e) lacks emphasis on the importance of diversity and technology.
Components of Teaching and Learning (2, 33%) AL-AQT- 2007.5.c.2.4 AL- AQT-2007.5.c.4.2 INTASC-1	Targeted performance in the essay is evidenced by inclusion of all the following criteria: (a) a purpose for education, (b) how students learn best, (c) what the curriculum	Acceptable performance in the essay is evidenced by the inclusion of four of the following criteria: (a) a purpose for	Unacceptable performance in the essay is evidenced by failure to include four of the following criteria:(a) a purpose for education, (b) how students learn best, (c) what the

Performance Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable
INTASC-2 INTASC-3.F INTASC-5.H	should include, (d) why a collaborative classroom community is conducive to learning, and (e) the qualities of effective teachers.	education, (b) how students learn best, (c) what the curriculum should include, (d) why a collaborative classroom is conducive to learning, and (e) the qualities of effective teachers.	curriculum should include, (d) why a collaborative classroom is conducive to learning, and (e) the qualities of effective teachers.
Grammatical and Mechanical Writing Skills (1, 16%) AL-PEPE-6.2.1 AL-PEPE-6.2.2	Targeted performance is evidenced by writing with no grammatical or mechanical errors.	Acceptable performance is evidenced by three or fewer grammatical or mechanical errors.	Unacceptable performance is evidenced by four or more grammatical and mechanical errors.

Standards

AL-AQT-2007.3.c.1.4

Ability to model appropriate oral and written communications.

AL-AQT-2007.5.c.2.4

Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment.

AL-AQT-2007.5.c.4.2

Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.

AL-AQT-2007.5.c.5.1

Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

AL-PEPE.6.2.1

> spells words correctly

AL-PEPE.6.2.2

> uses correct grammar and mechanics

AL-PEPE.6.2.5

> organizes written information

INTASC.1

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

INTASC.2

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

INTASC.3.F

D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

INTASC.5.H

D: The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

NCATE.1

Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.