

Personal Philosophy Paper Rubric (20 points)

Rubric Criterion	Fails to Demonstrate	Emergent	Satisfactory	Excels
<p>Clear & Continuous Explication of Personal Philosophy of Education</p> <p>(max: 4pts)</p>	<p>Student does not describe a personal philosophy of education</p>	<p>Student describes personal philosophy of education but does not integrate it throughout paper</p>	<p>Student describes personal philosophy of education at outset and throughout paper</p>	<p>Student describes personal philosophy of education at outset and throughout paper</p> <p>AND</p> <p>Student's paper is beyond satisfactory level in breadth and/or depth</p>
<p>The School</p> <p>(max: 2pts)</p>	<p>Student does NOT include discussion of the school in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the role of the school in a society -the goals and objectives of the school <p>AND</p> <ul style="list-style-type: none"> -how school and changes in society interface 	<p>Student does NOT include discussion of the school in relation to personal philosophy of education in 1 or more of the following ways:</p> <ul style="list-style-type: none"> - the role of the school in a society -the goals and objectives of the school <p>OR</p> <ul style="list-style-type: none"> -how school and changes in society interface 	<p>Student includes discussion of the school in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the role of the school in a society -the goals and objectives of the school <p>AND</p> <ul style="list-style-type: none"> -how school and changes in society interface 	<p>Student includes discussion of the school in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the role of the school in a society -the goals and objectives of the school -how school and changes in society interface <p>AND</p> <ul style="list-style-type: none"> - Student's paper is beyond satisfactory level in breadth and/or

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<p>The Curriculum (max: 2pts)</p>	<p>Student does NOT include discussion of the curriculum in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - learning experiences, content, methods and assessment that constitute the school curriculum <p>AND</p> <ul style="list-style-type: none"> - meaningful experiences following best practice for the development, growth and expansion of knowledge within the child 	<p>Student includes discussion of the curriculum in relation to personal philosophy of education in only 1 of the following ways:</p> <ul style="list-style-type: none"> - learning experiences, content, methods and assessment that constitute the school curriculum <p>OR</p> <ul style="list-style-type: none"> - meaningful experiences following best practice for the development, growth and expansion of knowledge within the child 	<p>Student includes discussion of the curriculum in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - learning experiences, content, methods and assessment that constitute the school curriculum <p>AND</p> <ul style="list-style-type: none"> - meaningful experiences following best practice for the development, growth and expansion of knowledge within the child 	<p>depth</p> <p>Student includes discussion of the curriculum in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - learning experiences, content, methods and assessment that constitute the school curriculum - meaningful experiences following best practice for the development, growth and expansion of knowledge within the child <p>AND</p> <ul style="list-style-type: none"> - Student's paper is beyond satisfactory level in breadth and/or depth
<p>Learning & the Learner (max: 4pts)</p>	<p>Student does NOT include discussion of learning and the learner in relation to personal philosophy in</p>	<p>Student does NOT include discussion of learning and the learner in relation to personal philosophy in 1</p>	<p>Student includes discussion of learning and the learner in relation to personal philosophy in ALL of the</p>	<p>Student includes discussion of learning and the learner in relation to personal philosophy in ALL of the</p>

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	<p>ALL of the following ways:</p> <ul style="list-style-type: none"> - theorists and philosophers important to the philosophy given - learning processes/best practices, ways learning occurs, methods of instruction, delivery systems, use of technology, differentiated instruction, diversity - developmental stages of the child - needs, nature, and interests of the child <p>AND</p> <ul style="list-style-type: none"> - the role and place of the child in the processes of instruction 	<p>or more of the following ways:</p> <ul style="list-style-type: none"> - theorists and philosophers important to the philosophy given - learning processes/best practices, ways learning occurs, methods of instruction, delivery systems, use of technology, differentiated instruction, diversity - developmental stages of the child - needs, nature, and interests of the child <p>OR</p> <ul style="list-style-type: none"> - the role and place of the child in the processes of instruction 	<p>following ways:</p> <ul style="list-style-type: none"> - theorists and philosophers important to the philosophy given - learning processes/best practices, ways learning occurs, methods of instruction, delivery systems, use of technology, differentiated instruction, diversity - developmental stages of the child - needs, nature, and interests of the child <p>AND</p> <ul style="list-style-type: none"> - the role and place of the child in the processes of instruction 	<p>following ways:</p> <ul style="list-style-type: none"> - theorists and philosophers important to the philosophy given - learning processes/best practices, ways learning occurs, methods of instruction, delivery systems, use of technology, differentiated instruction, diversity - developmental stages of the child - needs, nature, and interests of the child <ul style="list-style-type: none"> - the role and place of the child in the processes of instruction <p>AND</p> <ul style="list-style-type: none"> - Student's paper is beyond satisfactory level in breadth and/or depth
Assessment (max: 2pts)	Student does NOT include discussion of assessment in	Student does NOT include discussion of assessment in	Student includes discussion of assessment in relation to	Student includes discussion of assessment in relation to

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	<p>relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the purpose of assessment <p>AND</p> <ul style="list-style-type: none"> - methods and techniques of assessing students' learning 	<p>relation to personal philosophy of education in 1 of the following ways:</p> <ul style="list-style-type: none"> - the purpose of assessment <p>OR</p> <ul style="list-style-type: none"> - methods and techniques of assessing students' learning 	<p>personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the purpose of assessment <p>AND</p> <ul style="list-style-type: none"> - methods and techniques of assessing students' learning 	<p>personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - the purpose of assessment - methods and techniques of assessing students' learning <p>AND</p> <ul style="list-style-type: none"> - Student's paper is beyond satisfactory level in breadth and/or depth
<p>Classroom Management (max: 2pts)</p>	<p>Student does NOT include discussion of classroom management in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - classroom management and instructional success <p>AND</p> <ul style="list-style-type: none"> - the strategies of classroom management for 	<p>Student does NOT include discussion of classroom management in relation to personal philosophy of education in 1 of the following ways:</p> <ul style="list-style-type: none"> - classroom management and instructional success <p>OR</p> <ul style="list-style-type: none"> - the strategies of classroom management for 	<p>Student includes discussion of classroom management in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - classroom management and instructional success <p>AND</p> <ul style="list-style-type: none"> - the strategies of classroom management for achieving 	<p>Student includes discussion of classroom management in relation to personal philosophy of education in ALL of the following ways:</p> <ul style="list-style-type: none"> - classroom management and instructional success - the strategies of classroom management for achieving maximum results

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	achieving maximum results	achieving maximum results	maximum results	AND - Student's paper is beyond satisfactory level in breadth and/or depth
The Teacher (max: 2pts)	Student does NOT include discussion of the teacher in relation to personal philosophy of education in ALL of the following ways: - the role of the teacher in classroom instruction and in society - educational background of the teacher and role of continuous learning - the personality and professional characteristics of a teacher AND - collaboration with colleagues, parents, and the community	Student does NOT include discussion of the teacher in relation to personal philosophy of education in 1 or more of the following ways: - the role of the teacher in classroom instruction and in society - educational background of the teacher and role of continuous learning - the personality and professional characteristics of a teacher OR - collaboration with colleagues, parents, and the community	Student includes discussion of the teacher in relation to personal philosophy of education in ALL of the following ways: - the role of the teacher in classroom instruction and in society - educational background of the teacher and role of continuous learning - the personality and professional characteristics of a teacher AND - collaboration with colleagues, parents, and the community	Student includes discussion of the teacher in relation to personal philosophy of education in ALL of the following ways: - the role of the teacher in classroom instruction and in society - educational background of the teacher and role of continuous learning - the personality and professional characteristics of a teacher - collaboration with colleagues, parents, and the community AND - Student's paper is beyond

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				satisfactory level in breadth and/or depth
References, Writing Mechanics and APA Style (max: 2pts)	Student's work reflects ALL of the following: - Student does not include references in the paper - Student's writing includes numerous (more than 10) punctuation and grammatical errors AND - Student does not use APA style throughout the paper, and it is 2 pages or less in length	Student's work reflects 1 or more of the following: - Student does not consistently include references in the paper - Student's writing includes many (6-10) punctuation and grammatical errors OR - Student does not use APA style consistently throughout the paper, and it is 3 pages or less in length	Student's work reflects ALL of the following: - Student consistently includes references in the paper - Student's writing includes few (5 or less) punctuation and grammatical errors AND - Student consistently uses APA style throughout the paper, and it is at least 4 pages in length	Student's work reflects ALL of the following: - Student consistently includes references in the paper - Student's writing is free of punctuation and grammatical errors - Student consistently uses APA style throughout the paper, and it is at least 4 pages in length AND - Student's paper is beyond satisfactory level in breadth and/or depth

Lesson Plan Rubric (20 points)

Rubric Criterion	Fails to Demonstrate	Emergent	Satisfactory	Excels
Use of Technology (max: 3pts)	Student does not describe the use of technology as part of the	Student inconsistently describes the use of technology as	Student consistently describes the use of technology as	Student consistently describes the use of technology as

	learning objectives in the lesson plan	part of the learning objectives in the lesson plan	part of the learning objectives in the lesson plan	part of the learning objectives in the lesson plan AND - Student's paper is beyond satisfactory level in breadth and/or depth
Adherence to DYC Lesson Plan Format (max: 4pts)	Student does not adhere to the DYC Lesson Plan Format	Student inconsistently adheres to the DYC Lesson Plan Format	Student consistently adheres to the DYC Lesson Plan Format	Student consistently adheres to the DYC Lesson Plan Format AND - Student's paper is beyond satisfactory level in breadth and/or depth
Links Between Methods, Materials & Strategies, and Personal Philosophy of Education (max: 10pts)	Student does not make links between methods, materials and strategies, and personal philosophy of education	Student inconsistently makes links between methods, materials and strategies, and personal philosophy of education	Student consistently makes links between methods, materials and strategies, and personal philosophy of education	Student consistently makes links between methods, materials and strategies, and personal philosophy of education AND - Student's paper is beyond satisfactory level in breadth and/or depth
Clarity, Organization and Formatting	Student's lesson plan and slideshow are not	Student's lesson plan is not consistently	Student's lesson plan and slideshow are	Student's lesson plan and slideshow are

<p>of LP & Slideshow</p> <p>(max: 3pts)</p>	<p>clear, organized or formatted well</p>	<p>clear, organized or formatted well</p> <p>AND/OR</p> <p>Student's slideshow is not consistently clear, organized or formatted well</p>	<p>consistently clear, organized and formatted well</p>	<p>consistently clear, organized and formatted well</p> <p>AND</p> <p>- Student's paper is beyond satisfactory level in breadth and/or depth</p>
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