6.2 Has developed a personal philosophy of education, incorporating concepts from historical and contemporary educational philosophies and educational research, from the United States and other countries, and acts consistently with this philosophy.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Philosophy & Research	No evidence of philosophy of education statement OR personal philosophy of education is poorly defined (e.g., includes cliches or slogans without explanations [e.g., *all children can learn*], does not synthesize or consider ideas of educational leaders, contains serious conceptual or factual errors, narrowly addresses few of the areas described in "developing")	Philosophy of education explains his/her conceptual framework for teaching and learning in the following areas: beliefs about teaching and learning, beliefs about students, beliefs about knowledge, and beliefs about what is worth knowing (the curriculum) Provides a context for his/her philosophy, relating some aspect of his/her philosophy to more than one of the following: a) schools of educational philosophy or psychology (e.g., progressivism, constructivism), b) contextual factors (political contexts, social contexts, economic contexts), and c) educational issues (e.g., social function of educational institutions, teaching methods)	Meets criteria for "developing" and provides a context for his/her philosophy, relating some aspect of his/her philosophy to at least 3 of the following: a) schools of educational philosophy or psychology (e.g., progressivism, constructivism), b) contextual factors (political contexts, social contexts, economic contexts), and c) educational issues (e.g., social function of educational institutions, teaching methods), d) educational reseach	Meets criteria for "proficient" and articulates an advanced perspective, demonstrating a thoughtful reflection on the interrelationships of contextual factors, educational issues, educational theory and research, and experiences in the practice of teaching
Own Teaching	Does not reflect on relationship between her/his own philosophy and own teaching	Reflects on at least one example of the relationship between philosophy of education and one aspect of his/her own teaching	Reflects on multiple relationships between philosophy of education and own teaching	Multiple personal reflections indicate thoughtful application of personal philosophy of education (including theory, research examples) and own teaching

Operationalization/Criteria:

Guidelines for Admission to Education:
1. The benchmark for admission is: *S/he develops a personal philosophy that articulates the democratic ideal.*
2. To evaluate, review the philosophy of education paper in the portfolio, as well as the reflection for Goal 6.
3. A student should meet the requirements for a rating of "developing" on Dimension #1: *Philosophy & Research.*
4. The absence of a philosophy of eduction could result in a recommendation of admission with reservations and development of a support plan.

Evidence to be Evaluated:
Philosophy of education paper, reflection in Goal 6

Guidelines for Admission to Student Teaching:

1. The benchmark for admission is: *S/he develops a personal philosophy that articulates the democratic ideal and reflects an understanding of educational philosophy and research.*

2. Documents should explain the future teacher's personal understanding and reflection on educational philosophy and research.

Evidence to be Evaluated:

Philosophy of education paper, reflection in Goal 6, possible evidence: research log assignments from courses

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on both dimensions.

2. To rate the standard, evaluate the student's philosophy of education paper, review the reflection for Goal 6 and other artifacts for standard 6.2 and rate both dimensions.

3. The OVERALL rating should consider both dimensions, with more weight to dimension #1.

4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Philosophy of education reflects on the relationships of socioeconomic status of students, their teachers, the teaching/learning process, and her personal commitment to service.*

Examples of Evidence:

Philosophy of education paper, reflection in Goal 6, possible evidence: research log assignments from courses, rationale to TWS

Rationale:

Kinchekoe, J.L., Slattery, P., & Steinberg, S.R. (2000). *Contextualizing teaching: Introduction to education and educational foundations*. New York: Longman.

Knight, G.R. (1998). I*ssues & alternatives in educational philosophy (*3rd. ed.). Berrien Springs, MI: Andrews University Press.

R. Ulrich (Ed.).(1982). *Three thousand years of educational wisdom,* 2nd ed. Cambridge, MA: Harvard University Press