

AMEP Educational Philosophy Rubric - Foundational Level

Upon completion of the Foundational pathway a participant will:

- Demonstrate both theoretical and applied knowledge of education and its application to teaching through participation in diverse professional-development opportunities and reflection of how this new knowledge informs new educational practices
- Improve instructional approaches as a consequence of performing a reciprocal peer review of an observed teaching activity
- Integrate learning experiences in AMEP to other teaching and curriculum-development to demonstrate growth as an educator via reflective development of an educational philosophy

Component	Insufficient	Demonstrates Competence	Demonstrates Excellence
1. Definition of teaching and learning	The writer neither defines nor discusses the terms <i>teaching</i> and <i>learning</i> and their relationship, and/or does not ground the discussion of these processes within knowledge gained through professional development and reflective practice. The examples and reflection on experiences with other teachers are inappropriate or missing.	The writer defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship, while grounding the discussion within some knowledge gained through professional development and reflective practice. One or two appropriate examples and reflection on experiences with other teachers are discussed.	The writer clearly and personally defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship, while grounding the discussion within knowledge gained through professional development, reflective practice, <i>and</i> consideration of relevant literature. More than two appropriate examples and reflection on experiences with other teachers are discussed.
2. View of the learner	The writer fails to articulate his or her view of the learner within his or her teaching/learning environment(s), and/or does not ground this view within knowledge gained through professional development and reflective practice. The writer demonstrates little understanding of the learners' characteristics and their influence on his or her success in the teaching/learning environment	The writer articulates his or her view of the learner within his or her teaching/learning environment(s), and grounds this view within some knowledge gained through professional development and reflective practice. The writer demonstrates some understanding of the learners' characteristics and their influence on his or her success in the teaching/learning environment.	The writer clearly articulates his or her view of the learner within his or her teaching/learning environment(s), and grounds this view within knowledge gained through professional development, reflective practice, <i>and</i> consideration of relevant literature. The writer clearly demonstrates, with examples, an understanding of the learners' characteristics and their influence on his or her success in the teaching/learning environment.

Component	Insufficient	Demonstrates Competence	Demonstrates Excellence
3. Goals and expectations of the teacher-student relationship	<p>The discussion of this relationship shows little congruence with the writer's definitions of teaching and learning and/or with his or her view of the learner. Grounded in little or no knowledge gained through professional development and reflective practice, examples and reflections illustrate neither the nature of the student/teacher interactions nor the critical elements of the relationship.</p>	<p>The discussion of this relationship is mostly congruent with the writer's definitions of teaching and learning and with his or her view of the learner. Grounded in some knowledge gained through professional development and reflective practice, examples and reflections illustrate either or both the nature of the student-teacher interactions and the identified critical elements of the relationship.</p>	<p>The discussion of this relationship is entirely congruent with the writer's definitions of teaching and learning and with his or her view of the student-teacher of the learner. Grounded in extensive knowledge gained through professional development, reflective practice, <i>and</i> consideration of relevant literature, examples and reflections strongly illustrate both the nature of relationship the student-teacher interactions as well as the identified critical elements of the relationship.</p>
4. Teaching methods and evaluation	<p>The writer fails to demonstrate evidence of his or her ability to effectively use a variety of teaching and assessment strategies. There is little or no grounding within knowledge gained through professional development and reflective practice and with little evidence of consideration for discipline-specific and learner characteristics, Selection of specific strategies are mostly incongruent with the writer's definitions of teaching and learning, views of the learner and/or understanding of the student/teacher relationship.</p>	<p>The writer demonstrates evidence of his or her ability to effectively use a variety of teaching and assessment strategies. Examples provided of adjustments in instruction and assessment that are grounded within some knowledge gained through professional development and reflective practice as well as discipline-specific expectations and learner characteristics. Selection of specific strategies are mostly congruent with the writer's definitions of teaching and learning, views of the learner and understanding of the student-teacher relationship.</p>	<p>The writer clearly demonstrates evidence of his or her superior ability to effectively use a wide variety of teaching and assessment strategies. Examples provided of adjustments in instruction and assessment that are grounded in extensive knowledge gained through professional development, reflective practice, <i>and</i> consideration of relevant literature as well as discipline-specific expectations and learner characteristics. Examples provided of adjustments in instruction and assessment Selection of specific strategies are entirely congruent with the writer's definitions of teaching and learning, views of the learner and understanding of the student-teacher relationship.</p>

Component	Insufficient	Demonstrates Competence	Demonstrates Excellence
5. Personal context of teaching	With little use of discipline-appropriate language, the writer illustrates poor knowledge of general or specific institutional climates and fails to articulate how his or her teaching fits into these types of settings. Consideration of the context of teaching is not evident in many components of the educational philosophy. The philosophy does not address any balance of personal vs. institutional goals and style.	Through use of some discipline-appropriate language, the writer illustrates both knowledge of general institutional climates and articulates how his or her teaching fits into these types of settings. The educational philosophy clearly establishes goals for further professional growth as a teacher and places these goals within the context of their department, program, or the larger institution.	Through use of discipline-appropriate language, the writer clearly illustrates both an extensive knowledge of a specific institutional climate and articulates how his or her teaching fits into that setting. The educational philosophy clearly establishes goals for further professional growth as a teacher and places these goals within the context of their department, program, or the larger institution.
6. Plan of Action	The writer does not indicate future plans for advancing their understanding of teaching and learning, improving her/his teaching, or both.	The writer mentions intentions for advancing their understanding of teaching and learning, improving her/his teaching, or both, but specific objectives with a timeline and identified resources are weakly developed or absent.	The writer describes specific objectives for advancing their understanding of teaching and learning, improving her/his teaching, or both. A timeline for engaging and completing the objectives is provided along with anticipated resources that can be utilized.
7. Organization	For many components of the document, the writer fails to present a congruent progression through beliefs, actions, and/or growth as an educator. In addition, the writer fails to provide congruence between some components of the document. Reflection as well as examples may be lacking in the writer's articulation of his or her beliefs, actions and goals	For some components of the document, the writer presents a congruent progression through beliefs, practice, and growth as an educator. In addition, the writer provides congruence between some components of the document. Reflection as well as some examples are in evidence in the writer's articulation of his or her beliefs, actions and goals.	For each component of the teaching philosophy statement, the writer presents a congruent progression throughout beliefs, practice, and growth as an educator. In addition, the writer provides congruence between components of the document. Critical and reflective thinking as well as specific examples are in evidence in the writer's articulation of his or her beliefs, actions, and goals.