

Portrait of a Teacher: Philosophy of Education Statement . Your culminating project will center on articulation of your educational philosophy statement through the lens of the relation of Candidate Learning Outcomes (CLOs) to the intersections and interactions of historical themes, current practices, relevant theory and philosophy, and personal cultural identity in education. A statement of personal philosophy of education is a reflective piece, 5-10 pages long, that summarizes your educational position on the purpose, process, nature, and ideals of education. As a reflection on your CLOs, your personal education philosophy explains the beliefs and ideas that underlie your thinking and regulate your actions.

Drawing on what you've learned in the course, your paper should reflect on how you, as a teacher, will

- Continually and deliberately reflect on my practices in light of educational research, professional decisions, and pedagogical approaches. (Reflexive Praxis)
- Create contexts for learning that are driven by evidence-based principles of diversity, difference, inclusion, and equity. (Learner Centeredness)
- Apply knowledge, concepts, and strategies across domains to engage individuals and promote critical thinking and creativity. (Discipline Knowledge and Skills)
- Demonstrate attitudes, knowledge, skills, and professional ethics that contribute to the success and well-being of all individuals. (Professional Commitment to Action)
- Evaluate, plan, select, and implement appropriate formative and summative assessments--including those that are technology based--to monitor individuals' understanding, behavior, and progress. (Data Literacy and Research)

The following questions may help to guide the creation of the action plan to implement your personal philosophy:

1. What is the purpose of education? What philosophical ideas and historical developments support your set of values regarding the role of schools, students, teachers, curriculum, and parents in students' learning and development?

2. What are your objectives for student learning and development? What knowledge, skills, and attitudes are important? What are you preparing students to do or become? What are key challenges in the teaching-learning process? (RP1, LC1, DKS1)

3. What histories, philosophies, ideas, and theories of education that we learned about in this course are still present in schools, and which would you like to preserve in current educational practices? (DKS1, DKS2, DKS3)

4. How will enacting these philosophies, theories, and ideas further your development as a teacher in relation to the CLOs you discussed in Module 1? Assess your personal and professional growth since your initial philosophical reflections on these CLOs. (RP1, RP2, RP3) What philosophical ideas, historical understandings you learned in this course will serve as a foundation of your pedagogy and praxis ( i.e. theory of practice)? Give examples of teaching strategies and assessment practices that will be aligned with these philosophical ideas.

5. How does/should culturally-responsive pedagogy manifest in schools? (LC1, LC2, PCA1, DLR1)

How do your own and your students' identities ( e.g. race, gender, class), background, experience, and levels of privilege affect the classroom? How do you/will you account for diverse ways of learning and knowing, diverse cultures and abilities in your classroom? How do you integrate diverse perspectives into your teaching? (RP1, RP2, RP3, PCA1)

6. Is American education moving in the right direction? How can you transform your ideas about education and schooling into praxis, advocacy, and action? (DKS1, DKS2, PCA1, DLR3)

7. What action steps will you take to bring your philosophy of education in your practice? (DKS2, PCA1)

8. How will you assess your growth and progress toward actualization of your personal philosophy of education? (RP1, DLR2, DLR3)