Licensure Requirements for Paid Interns and Student Teachers

13 and earlier Cohort students **ONLY** who completed EDCI 558 and 559 prior to Fall of 2014

Before being licensed, you will need to submit four essays required from the old NPTT Portfolio for Licensure. These were outlined in EDCI 558 and 559. The essays are due at the conclusion of your practicum course, EDCI 598 (fall student teachers, spring student teachers, or paid interns spring). The essays are Assessment, Classroom Management, Philosophy of Education and Cultural and Ethnic Diversity.

These are NPTT signature assignments for national and state program accreditation data. For directions on how to submit, please contact Annette Carson annette.carson@montana.edu

All essays are worth 20 points. APA is required. The papers are to be 3-5 pages in length and include 3-5 cited sources with references. The standard NPTT written assignment rubric is used for assessment.

**Assessment Essay:**
In recent years, educators have tried to move the use of assessment from an instrument that systematically ranks students to an instrument that contributes to an ongoing formative cycle of feedback and further progress. Assessment now stands as a tool that helps promote better learning by informing the judgment of both the teacher and the learner. In your essay, and in your other included artifacts, you need to demonstrate an understanding of how this may be done, and give specific examples of how you have used (or will use) assessment for diverse purposes and in a manner that is responsive to the uniqueness of your students. Provide examples and samples of your assessments and student achievement showing that you are effectively reaching all students.

**Classroom Management Essay:**
This section on Classroom Management should include an essay and may include any supplemental materials that help present your approach to classroom management. The NPTT program emphasizes something deeper than is implied by these terms – the creation of authentic, supportive learning communities. Describe how you manage the social environment in your classroom, how you maintain order and academic discipline, and how you have dealt with specific kinds of social and behavioral problems. Be mindful of the difference between “theory and ideals” on the one hand, and “actual practice” on the other. The two are related, but not identical.

In EDCI 553, you developed a classroom management plan. What is your system of management, and how has that evolved since the beginning of the NPTT Program? In this assignment you are asked to summarize what you have learned
about managing a classroom. We are especially interested in evidence that you have gone beyond a mechanical supervision of processes and have at least begun to recognize the potential for a classroom being a learning environment where all of the processes, social conditions, procedures, rules, expectations, etc. promote a positive and purposeful community of learners. Some teachers dictate, some teachers lead, some teachers defer to their students, some teachers abdicate their responsibilities... describe how you actively govern your classroom to ensure it becomes a place where all students are affirmed and encouraged to learn. Attend to issues of behavioral management, management of the social climate, governance issues, procedural issues, and so forth. Begin by stating your vision and goals; then describe what you do to meet those goals; then discuss the professional resources you have drawn upon to inform your efforts. Revise your classroom management plan from EDCI 553 and link to the plan if you wish.

**Cultural and Ethnic Diversity Essay:**
Diversity answers to ‘a diversity of diversities’. People differ in substantial ways, and no two people (even ‘identical twins’) are the same. We are particularly interested in those aspects of human difference that make a difference in the classroom. Race and Ethnicity, Linguistic and Cultural diversity, Gender and Sexual Orientation, Social Class and Economic Background, and all other forms of difference that define human identity on any kind of group basis. Describe how you think about the tension between the mono-cultural orientation that is often presumed in public, and the multi-cultural reality we often discover in our classrooms.

Discuss both your general viewpoint and your actual approach within your classroom (many teachers have trouble reconciling the two). Then, discuss specific examples of how you have, or plan to 1) utilized a variety of cultural and ethnic resources to enrich your teaching, and 2) how you have demonstrated responsiveness to the diversity within your own classroom. Give examples, and feel free to include appropriate work samples and other artifacts that help build the case that your teaching and your classroom have been responsive to student diversity. Do teachers have ethical obligations that guide us through the tensions between cultural unity and multiculturalism? How do you personally and professionally navigate these complexities?

**Philosophy of Education:**
What are the ‘core values’ and ‘deep understandings’ that motivate and guide you professionally as a teacher? How do you understand the relationship between individuals and society, the relationship between individuality and the common good? How do you understand your role in the work of learners and that of the school? How do people learn? How should we teach? Describe how you approach the work of converting subject matter into teachable materials,
how you think about and perform the various instructional activities, and
generally how you understand your role in the lives of your students with respect
to their growth, development, and the discovery of their talents and their
uniqueness as learners and as people.

One of the things professional teachers eventually do is to reflect upon their core
beliefs and to consider how those beliefs manifest in their own professional
practice. This aspect of professional practice coincides to some degree with a
more formal exercise conducted by philosophers as they consider various
aspects of education, humanity, knowledge, teaching, learning, socialization,
life, purpose, meaning, and so forth.

Almost by definition, philosophical questions are complex problem spaces that
do not admit of a simple, finished answer. Typical questions are, “What is the
nature of knowledge, and how does it relate to its referents?” “Is there a
discernible, universal ‘human nature’? If so, what is the nature of humankind?”
“What makes life worth living?” “What is the difference between education and
indoctrination?” “Who in society is capable of receiving the best education?”
“Who should control what goes on in the classroom?” These and other questions
cannot necessarily be answered definitively, but as you seek to answer them you
reveal much about what you value, what you take for granted, and what your
purposes are for becoming a teacher. In this assignment, reflect upon your core
beliefs as they pertain to teaching and then describe your own personal
philosophy of education. (You do not have to answer all of these topical
elements; they are provided for the sake of guidance only). If you have the
ability to tackle the more substantial philosophical questions (the nature of
knowledge, issues of ethics, etc.) you are welcome to do so, but not required to
do so.

In EDCI 558 you created an outline of topics that you identified as potentially
significant for a “philosophy of education.” In this assignment, you are going to
develop that outline further and complete the essay. Before starting this week’s
assignment, go back and review and revise the outline of topics that you
produced in 558 so that you have an outline of topics you feel would be suitable
to address in this final essay.

Think mainly in terms of underlying assumptions, beliefs, and visible practices in
areas where great teachers can have a variety of stylistic and philosophical
differences. Delve into three different topics that you realize may be amenable
to a range of responses, and with research and citations, develop an
understanding of what the issue is, why it varies across practitioners, and how the
various positions are grounded in standard philosophical understandings. If you
can see the consequences and implications of different positions within a topic,
go ahead and explore that as well. The objective is to gain some practice in
seeing complex topics from a variety of established points of view, and then
doing so, define your positions.
For example: If you claim to be a constructivist, and wish to cite Piaget, then now is the time to study the criticisms of Piagetian constructivism. If you are a mathematician who believes that mathematical truths are absolute, like divine knowledge that is immortal and immutable, now is the time to study what Plato believed and what others have criticized. If you believe, as did Rousseau, that children are programmed from birth to develop naturally, like a flower is programmed to bloom, then now is the time to study the criticisms of this ‘romantic’ point of view.

You will need to identify what your positions are, be able to locate where your views are positioned within the range of standard ideologies, and give a justification for why you have elected to base your practice on those particular beliefs and assumptions, and their resultant models of practice. Classroom management, conceptions of the learner, models of the teaching and learning process, views toward diversity, intelligence, learner characteristics, the role of schools in society, the respective claims of the individual versus the society, differing views on the nature of democracy and its implications for education, the meaning of a liberal education, the relative balance of a cultural education versus a practical education... these and other topics pervade educational theory and practice. Research these variables in the literature