INTERPRETING YOUR TPI PROFILE

- Note the Range of Your Overall Scores
- Check the Differentiation among Your Perspectives
- Check for Internal Consistency
- Examine any Internal Discrepancies
- Look for Consistency Across Perspectives
“Effective teaching requires a substantial commitment to the content or subject matter.”
TRANSMISSION

生产和传递教科书

- Teachers - present content accurately and efficiently
- Students - learn content in its proper form
- Good teachers lead students systematically to content mastery
- Good teachers are enthusiastic about the content and convey that excitement to the students
- Good transmission teachers present material in a memorable way
TRANSMISSION – THE DOWNSIDE

- May find it difficult to work with people that do not understand the logic of your content.
- May have trouble anticipating where and why learners are likely to struggle with the content.
- May struggle to think of examples or problems from the ‘real world,’ outside the classroom, as a means of making content come to life.
- May spend too much time talking.
- May be primarily focused on the content rather than the learners.
“Effective teaching is a process of socializing students into new behavioral norms and ways of working.”
Good teachers are highly skilled practitioners

They show the methods for skilled performance, often using a set of tasks that progress from simple to complex

As learners increase competence, the role of the teacher changes as less direction is offered and more responsibility is given to the student
APPRENTICESHIP – THE DOWNSIDE

- May have trouble finding relevant and authentic tasks for classroom instruction.
- It is difficult to match learners’ capabilities with tasks that represent legitimate work.
- Difficult to find the right time to transition from “direction” to “responsibility”
- Many instructors find it difficult to put their ‘craft’ knowledge or skill into words. They will often say, “I know what to do; but it’s difficult telling others how I do it.” The longer we have been doing complex tasks the more routine they become. The more routine they are, the less we need to articulate what we do. We just do it.
“Effective teaching must be planned and conducted “from the learner’s point of view”.”
DEVELOPMENTAL

- Good teachers understand how students think and reason about the content
- Help learners increase complexity of cognitive structures
- This can be done with:
  + Effective questioning that challenges higher level thinking
  + Examples that are meaningful and relevant to the students.
- Good teachers adapt their knowledge to the level of the students
Hard to find good questions that require time to think and reason before answering.

Finding the appropriate time to wait after asking the question, while learners think and voice their thoughts, takes practice and patience.

It is difficult to refrain from telling learners, rather than letting them figure it out for themselves, especially when we know the answer.

Difficult to develop practice and assessment tasks that are consistent with complex reasoning. They tend to focus on recall, recognition, and correct answers, rather than on reflection, analysis and reasoning.
“Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head.”
NURTURING

- Learners are better when they know that:
  - They can succeed at learning if they try
  - Their successes are results of their own efforts
  - Their efforts are supported by teachers and peers
- Good teachers make no excuses for their students but they encourage the efforts
- Encouragement is provided with clear expectations of learners to achieve challenging yet attainable goals
- Learning assessments will consider the growth of individual students as well as absolute achievement, but caring does not negate high expectations
NURTURING – THE DOWNSIDE

- May be viewed by colleagues as having lower standards.
- It may be hard to draw the line between teaching and counselling.
- The balance between caring and challenging is difficult to achieve and sustain, especially with a diverse group of learners.
- May want too much to be liked by students.
“Effective teaching seeks to change society in substantive ways.”
SOCIAL REFORM

- See their role as instruments of social change
- Known among colleagues and students as advocates for societal change
- Good teachers challenge the status quo and promote the same among students
- Students are encouraged to take a stance that gives power and a platform to aid in social action.
SOCIAL REFORM – THE DOWNSIDE

- Students may not be ready to accept the values of the instructor
- Content may suffer in order to give preference to the “soap box”
- May find it difficult to continually tie subject matter to desired societal change
SELF-CORROBORATION

- Are the scores on your profile sheet consistent with how you see yourself?
- Do they make overall sense to you?
- Are there any unexpected insights?
- Do your scores help you clarify how you see yourself as a professional educator?
- How might it help you draft a written Teaching Philosophy Statement?

PEER/ PROFESSIONAL VALIDATION
The TPI can be taken again to see changes and “improvements”

Go to www.teachingperspectives.com if you wish to take the assessment again