

Temple University Teacher Education Program Performance Standards

Active Learning

Standard 1: Teaching for all students that facilitates Active Learning -- Competence in involving students in lessons by providing a non-threatening environment which allows them time to ask questions, seek solutions, reflect, share thinking about a theme or topic, and respond to other's viewpoints. The ability to arrange learning by doing. Achievement is demonstrated through applications, reporting, and student exhibitions.

Aspects of Active Learning:

1. drawing out and building on knowledge that students already possess about a theme or topic so it can be used as a source for learning.
2. engaging students in constructing knowledge and communicating it to others. Examples could include small group discussions, educational technology, and cooperative learning, when used to involve students in exploring topics deeply (i.e., going beyond reporting facts, definitions, and procedures.
3. providing opportunities throughout a lesson for students to discuss topics and concepts with one another and the teacher
4. using reports, projects, and assessments which require students to go beyond demonstrating that they know about a theme or a topic, and demonstrate they can apply knowledge to new situations.

Coherence and Continuity

Standard 2: Teaching for all students that exhibits Coherence and Continuity -- The ability to plan and teach using an uninterrupted flow of ideas and /or information. Learning experiences and activities for students are systematic and show a logical connection and consistency. Diverse elements, relationships, and values are all integrated.

Aspects of Coherence and Continuity:

1. integrating content from the discipline(s) being taught in learning experiences in such a way that the subject matter is made meaningful for students.
2. focusing instruction at the appropriate level of difficulty for students- that is, it considers previous learning and lessons that will follow. The instruction is sensitive to how students learn and develop, and includes learning experiences that support their intellectual and social development.
3. uniting learning theory and teaching strategies in the lesson and creating a positive learning environment with high expectations and high standards for all students.

Critical/Creative Thinking

Standard 3: Teaching for all students that promotes Critical/Creative Thinking -- The ability to teach a lesson's key concepts and ideas in depth, and use practices through which students are encouraged to be critical/creative thinkers. Students are taught to draw conclusions, develop arguments, and construct explanations for others about the subject being taught. The learning environment inspires students to reflect and develop innovative, unusual, and unique ideas and strategies.

Aspects of Critical/Creative Thinking

1. including higher order thinking strategies, activities, and opportunities that-enable all students to manipulate information and ideas and generalize tasks to new situations within a lesson.
2. developing and assessing ideas, concepts, and analyses
3. building on prerequisite information and student knowledge in learning activities; addressing critical/creative thinking skills developmentally.
4. including opportunities for students to discuss and reflect on the process of learning; allowing time in class for all students to explain and use knowledge in new situations.
5. creating a learning environment that encourages students to develop innovative, unusual, and unique ideas and strategies.

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Real-World Connections

Standard 4: Teaching for all students that enhances Real-World Connections -- The ability to situate learning in a real-world context; for example, to connect classroom instruction to events beyond the classroom. The real value of subject matter is heightened for students through activities that combine the classroom instructional context with real-world application.

Aspects of Real-World Connections

1. drawing on students' personal experiences as a context for applying knowledge
2. providing activities for all students to research and learn about the lesson and connect it to authentic, real-life situations.
3. providing diverse learning activities representative of the larger social context in which students live.
4. using a variety of strategies (e.g., career fairs, service learning, public and private partnerships) to place academic content in context and provide opportunities for application.

Reflective Thinking

Standard 5: Teaching for all students that involves Reflective Thinking -- The ability to analyze the effects of one's own teaching in order to adjust and improve it. Being able to describe and explain teaching principles and theory, and diagnose how and why specialized teaching knowledge works to enhance students' performance.

Aspects of Reflective Thinking

1. using evidence from student work and referring to learning objectives to determine the success of the teaching.
2. drawing on knowledge of teaching principles and theory, and knowledge to students to analyze practice.
3. integrating and connecting examples of personal preference appropriately with current, relevant theories and principles underlying instruction.
4. considering ethical, moral, and political issues relating to teaching and learning in the explanation of the teaching episode.

Understanding of Content

Standard 6: The ability to teach subject-matter content so that it is understood -- Students are involved in a variety of learning experiences with a topic/content such as explaining, using analogies, finding evidence and examples, reflecting, and representing content knowledge in new ways. Students demonstrate individually that they understand the content of the lesson.

Aspects of Understanding of Content: Candidates' explanations address the following aspects:

1. selecting the learning activities in the lesson thoughtfully, building experiences on prerequisite information and helping students to construct knowledge sequentially and developmentally.
2. providing students sufficient time to study topics deeply and activities for constructing meaning and producing and using knowledge uniformly throughout the lesson.
3. making students individually accountable for using and explaining what they learn (demonstrate understanding) and presenting opportunities for the students to discuss and reflect on the process of learning.
4. using technology and alternative methods of instruction to accommodate diversity and different learning styles and contexts.