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Overview

This guide has two parts. The first part is an opportunity for you to reflect on your talents as a teacher. It is a self-analysis that uses your MAPP™ assessment results and asks you to reflect on actual experiences in the classroom.

There are no right or wrong answers to any part of this guide. It is intended to help you self-evaluate and decide on a professional development plan, based on this evaluation. How aggressive your development plan is is up to you.

The second part of the guide is an action planning process to use to write your professional development plan. It is designed to help you break the plan down into manageable steps. There is also a part to identify others who can help you accomplish your goals. It is important to recognize these individuals and call on them for support and assistance.

You are encourage to build in celebrations, especially when you've accomplished something that was difficult for you to do. Rewarding yourself is as important to meeting your goals as evaluating your progress and dealing with the areas that are not going so well.

Be fair to yourself. Have fun. Enjoy the challenge.

An Aesop Fable The Crow and the Pitcher

A crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it in the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. Then he took another Pebble and dropped it into the Pitcher. At last, he saw the water mount up near him; and after casting in a few more pebbles he was able to quench his thirst and save his life.

COPING WITH LEARNING ENVIRONMENTS

Dialog: learning by talking it over with others

Social (small group) dialog, sharing, support

Loose Structure: guidelines with individual choice

Nonstructured: self-discipline, options, choices

Social (large group) involvement, interaction

Absorb information from lectures (oral delivery)

Individual study; isolation eliminates distraction

Nonsocial isolation best for study and output

Formal Structure: set study conditions, times, rules

Coping with Learning Environments

Social—Large Group: those who are gregarious and/or equipped with social traits of self-sufficiency, aggression, persuasion, managerial capability, etc. are motivated toward the company of, and association with others as the ideal personal and communicative environment. For those who are not so motivated or equipped, involvement in large groups will cause inhibitions, perceptual and communicative blockage.

Social—Small Group: For the non-gregarious, self-oriented who is, nonetheless, equipped for social persuasion or dominance, the small group is preferred over the large group or isolation *if* the group appears to that person to be in his or her interest. For those oriented toward large-group involvement, small group involvement is fully within their coping capability.

Social—Alone, Isolated: some persons seek and need isolation from others if they are to perceive and retain information rather than be distracted. From the foregoing definitions, those who require an isolated learning environment can be readily identified.

Lecture—Group: an 'impersonal', non-intimidating, auditory orientation which favors a large number of persons, particularly if the lecture communicates general concepts (and uses visual media to some degree) rather than fact or data presentation. "Lecture" here means one person speaking to a listening group. It does not suggest dialog. It particularly does not suggest public questioning or testing.

Dialog—Group: public dialog favors those equipped with the aggression, persuasion, intimidation, manipulative, managerial or gregarious traits which cause them to cope with, gain from, or control an interpersonal dialog with others. Contrarily, it works against those not equipped for dialog.

Individual Study—Alone: there are individuals who require isolation from others for an environment in which they can perceive, concentrate and absorb. A number of individual or interactive factors can cause this need. Unless they have such an environment, distraction, frustration and/or stress can cause perceptual and input blockage. A careful review of the rating factors of this entire list will give a clear picture of traits helping or hindering this loner orientation.

Formal Structuring: two principal kinds of persons are in need of formal structuring of their learning environment: (1) non-aggressive, non-persuasive, factual and procedural persons who want and need “a place for everything and everything in its place”; and (2) those who need a structured, known, given, accepted, monitored and reinforced learning environment which compensates for their lack of self-discipline and drive.

Loose Structuring: a ‘best of both worlds’ learning environment which appeals to the persons who are equipped with analytical, exploratory, disciplined minds. They gain from the disciplines and procedures of formal structuring and find challenge in non-structured (but disciplined and procedural) exploration in the areas of the non-structured environment.

Non-Structured: the independent individual who is marching to his own drum who, successful or not, must follow that beat which he alone hears and which he cannot avoid hearing. It is this person who poses the greatest challenge for teachers and institutions because a learning environment for that person must be custom tailored. Teaching, for that person, must be the creation of a unique learning environment for that person *not* the ‘breaking’ of the individual to the habits and the convenience of the teacher or institution.

To Understand

Autumn MJ Nubson

To see a teacher,
To have a teacher see you,
To see each other is to understand.

To hear a teacher,
To have a teacher hear you,
To hear each other is to understand.

To know a teacher,
To have a teacher know you,
To know each other is to understand.

To see,
To hear,
To know,
Is to understand.

To do all three,
You have to know me.
That is what it
Means to understand.

*Only when you understand yourself as a teacher,
will you be able to understand the student in your classroom.*