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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 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 Classroom Environments -- Teacher-Student Relationship**

The following teacher/student relationships are rated on the basis of the teacher's primary role in establishing the relationship environment and the student's reaction to that environment. Thus, it is a rating of reactions of a person in a subordinate role to a person in a superior role.

**Authoritarian:** a superior-subordinate relationship where the teacher is the only and final authority; where the student 'knows his place' and is expected to stay there. This relationship favors the student who is self-sufficient and can cope with it by being either independent of it, or dependent on it.

**Critical/Pressured:** some, but few, students need a 'taskmaster' to cause them to do what they would otherwise fail to do because of one or more inherent traits. Strong non-scholastic motivations may be involved. Traits benefiting from imposed discipline and pressure are avoidance of routine, lack of attention to detail and methodical procedure, need of supervision, balance against self-oriented dogmatism.

**Distant/Impersonal:** such a relationship may be the preference of either the teacher, the student, or both. If so, the validity of such a relationship can be determined only through identification of the real traits involved. Otherwise, it may, instead, be simply the lack of an outgoing personality, gregariousness, aggression, persuasion or other social factors. For some, it is a preferred and satisfactory relationship which they do not want altered.

**Friendly/Distant:** it is probable that the teacher is gregarious and benevolent, but not equipped with aggression, persuasion, dominance or other traits which would lead to closer involvement with the student. If so, the nature of some students would narrow the gap; the nature of others would widen it. The end result would probably be a relationship mutually agreeable to all concerned.

**Compatible:** a relationship of mutual trust and respect where each person is an asset to the other. Certain types of persons need certain other types.

**Benevolent:** this rating indicates the response of the student to a teacher sacrificially dedicated to his/her good and gain. In most cases, the rating will be high. Nonetheless, there will be those who do not, or cannot, benefit from benevolence; instead, they exploit it to their own detriment.

## **COPING WITH CLASSROOM ENVIRONMENTS**

Benefit from friendly/involved class environment  
Benefit from harmonious class environment  
Benefit from benevolent teaching and/or counseling  
Copes well in tolerant classroom environment  
Cope with critical, pressured environment  
Benefit from friendly/distant class environment  
Cope with authoritarian, dictatorial teaching  
Cope with impersonal expectations, nonpressured







# 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.*