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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.

Skills for Testing Procedures

Oral—Public: few individuals are equipped to truly give evidence of knowledge before a crowd, particularly on a 'quiz' basis, even more particularly on an impromptu basis. The rating will more likely indicate the level of intimidator/intimidee, persuasive/non-persuasive, spontaneous/avoiding conflict, stress/non-stress traits in the student.

Oral—Private: every encounter of two or more persons is a 'pecking order' encounter in which each person will cause, find or be put into his or her 'place'. A one-on-one 'quiz' of student knowledge is guaranteed to reflect the intimidator/intimidee balance between teacher and student or student and teacher. (Intimidation is a nonverbal, nonfunctional subconscious presence of interpersonal aggression/dominance trait levels which recognize no age, sex or 'personal' qualifications. It can be countered by structured, known, given, accepted, respected accreditation and/or institutional positions, roles and authority.)

Written—Essay: Testing via written essays favor those who are motivated in philosophical, literary, intuitive and expressive ways. General concepts are more natural to them than facts, data, technicalities or rigid form.

Written—Multiple Choice: multiple choice questions favor the 'filing case mind' which, through rote memory of fixed input, can differentiate between choices on the basis of second-guessing the author of the questions. In all other cases, from lesser to greater degrees, the multiple choice options create more options, therefore questions, than answers. Only those in the center of the mental orientation types (top of page 1) will find multiple choices advantageous for revealing their knowledge of a particular subject.

Tests—Timed: this is very often a gauge of sensitivity to pressure and/or intimidation (impersonal, maybe personal) rather than a test of knowledge. It can often occur that a total expression blockage occurs when time is imposed on test response. Stress is a serious factor in perception and expression. Very few benefit from timed tests; most suffer! Ratings will give evidence to that fact.

Tests—Graded: although the environment of graded tests reduces the intimidation and stress factors, it often increases the involvement of the subjective orientation of the teacher (except in mathematical and factual tests—which then favor the analytical, computational, clerical minds over the perceptual, intuitive, impulsive, philosophical, explorative and creative minds).

Tests—Informal Appraisal: a test of this sort rests on the unavoidable assumption that the teacher knows the subjective uniqueness of the student and 'scores' success or failure of the potential (i.e. growth of the potential) of that subjective uniqueness. If so, the rating would always indicate the inherent 'drive' of the student toward his or her own destiny. Unfortunately, that includes the impact of social and interpersonal relations and is therefore conditional on a relative basis.

SKILLS FOR TESTING PROCEDURES

(How you most effectively test)

Written Essay: literary ability to present ideas

Oral/Private: ability to orally explain, discuss

Informal Appraisal: ability with general knowledge

Oral/Public: drive/ability to influence large audience

Written-Topical: technical presentation of topic

Tests Graded: rote response and accuracy for test

Multiple Choice: select best among limited choice

Tests Timed: concentrate, respond under pressure

The tests procedures I use most frequently in my classroom are ...

I use these methods because ...

The testing procedures that I feel have absolutely no value in my classroom are ...

These procedures have no value in my classroom because ...

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.*