

Table of Contents

Overview	1
Interest in Job Contents Analysis	2
Temperament for the Job Analysis	6
Aptitude for the Job Analysis	10
Worker Trait Lists	14
Glossary of Worker Trait Terms	15
Mental Orientation Analysis	21
Perceptual Orientation Analysis	24
Perception Regarding “Input” Media Analysis	27
Analysis Lists	29
Glossary of Terms	30
Learning Environments List	34
Glossary of Learning Environments Terms	34
Learning Environments Analysis	36
Glossary of Classroom Environments Terms	40
Classroom Environments List	40
Classroom Environments Analysis	41
Glossary of Testing Procedures Terms	44
Testing Procedures List	44
Testing Procedures Analysis	45
The Professional Development Action Plan Introduction	46
Prioritization Summary	47
Desired Results	49
Evidence of Accomplishment	50
The Action Plan	54
30-days	55
Two - Three Months	61
Four - Six Months	67
Seven - Twelve Months	73
Conclusion	79

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 MAPPTM 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.

Little by little does the trick.

© 2001 IV Seminars All rights reserved.

The Professional Development Action Plan Introduction

As you review the earlier pages, rank yourself on the following scales. In the first section, rank on a scale of one to ten, the degree to which you believe these areas influence your performance in the classroom. One indicates a minimal influence and a ten indicates a maximum influence.

These are to help you prioritize your professional development plan and are for your personal use. If you are uncertain, a discussion with a peer may be helpful.

An Aesop Fable The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

“Pardon, O King,” cried the little Mouse; “forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?”

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Some time after the Lion was caught in a trap, and the hunters, who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts.

“Was I not right?” said the little Mouse.

Little friends may prove great friends..

Prioritization Summary

As you review the earlier pages, rank yourself on the following scales. In the first section, rank on a scale of one to ten, the degree to which you believe these areas influence your performance in the classroom. One indicates a minimal influence and a ten indicates a maximum influence.

These are to help you prioritize your professional development plan and are for your personal use. If you are uncertain, a discussion with a peer may be helpful.

Section One.

One indicated minimal influence. Ten indicates maximum influence.

Interest in Job Contents

1 2 3 4 5 6 7 8 9 10

Temperament for the Job

1 2 3 4 5 6 7 8 9 10

Aptitude for the Job

1 2 3 4 5 6 7 8 9 10

Mental Orientation (How you think)

1 2 3 4 5 6 7 8 9 10

Perceptual Orientation (How you block or retain information)

1 2 3 4 5 6 7 8 9 10

In the second section, rank on a scale of one to ten, the degree to which you believe these areas need improvement. The scale is from one to ten with one indicating that most improvement is needed and ten that least improvement is needed.

These are to help you prioritize your professional development plan and are for your personal use. If you are uncertain, a discussion with a peer may be helpful.

Section Two.

One indicates most improvement needed. Ten indicates least improvement needed.

Perception Regarding “Input” Media (How you prefer to receive information)

1 2 3 4 5 6 7 8 9 10

Coping With Learning Environments

1 2 3 4 5 6 7 8 9 10

Coping With Classroom Environments

1 2 3 4 5 6 7 8 9 10

Skills for Testing Procedures

1 2 3 4 5 6 7 8 9 10

Desired Results

Select one of the areas from section two, that you would like to work on for the upcoming school year. Complete the action plan. You may want to discuss your decision with your principal, especially if you will be asking for resources from the district.

I selected area _____

The reason I selected this area is ...

Desired Results

The results I desire in this area are ...

1) _____

2) _____

3) _____

Evidence of Accomplishment

I will know I have accomplished my first desired result when ...

I will know I have accomplished my second desired result when ...

I will know I have accomplished my third desired result when ...

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.*