



# *Teaching Style Analysis*™

## Education

### **TSA - Ed Group Profile**

prepared for  
**Sample Group**

Tuesday, 15 October 2002

The following profiles displays the group Teaching Style. They allow you to discover the average strengths in creating a Classroom Environment conducive to learning, Management Strategies, Multisensory Teaching Methods and Lesson Planning Techniques.

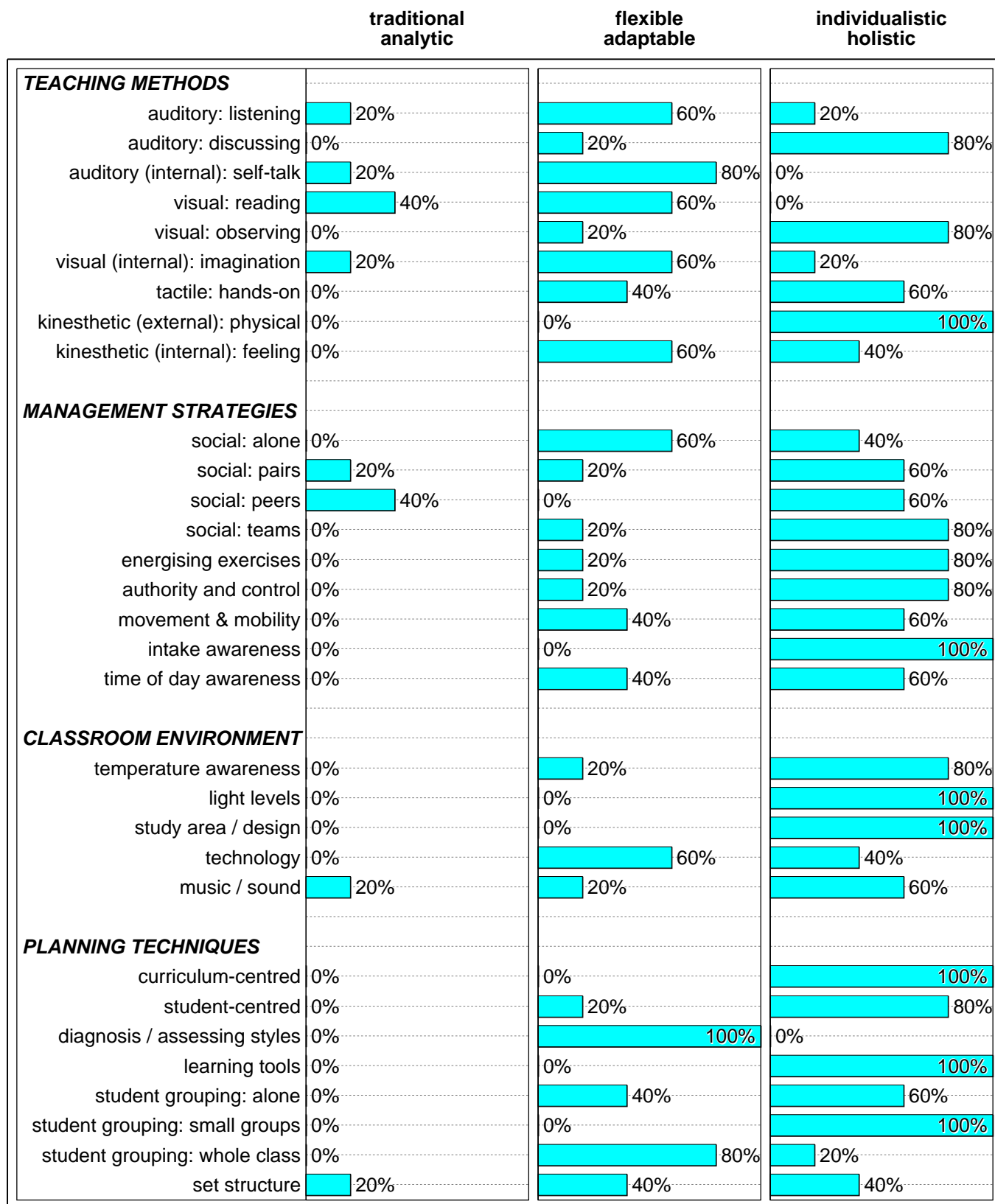
It also determines the group overall Thinking Style, Professional Attitudes and Success Rate with participants.

This tool is meant to enhance professional skills and could also be a support for ongoing personal growth of the group members. The results will also be of interest to principals and school leaders who want to gain a better insight into style features of their staff members.

*For more information please contact:*

Technology Based Solutions, 111 Floral Vale Blvd., Suite A • Yardley  
PA 19067, p. 215.579.0901 • f. 215.579.0904 • askTBS@aol.com • www.asktbs.com

## Group Percentages



Please note: the above graph shows the percentage of selected group members in all three categories, adding up to 100%.

# Group Results

1 2 3 4 5

<b>TEACHING METHODS</b>	
auditory: listening	■ ■ ■ ■ ■
auditory: discussing	■ ■ ■ ■ ■
auditory (internal): self-talk	■ ■ ■ ■ ■
visual: reading	■ ■ ■ ■ ■
visual: observing	■ ■ ■ ■ ■
visual (internal): imagination	■ ■ ■ ■ ■
tactile: hands-on	■ ■ ■ ■ ■
kinesthetic (external): physical	■ ■ ■ ■ ■
kinesthetic (internal): feeling	■ ■ ■ ■ ■
<b>MANAGEMENT STRATEGIES</b>	
social: alone	■ ■ ■ ■ ■
social: pairs	■ ■ ■ ■ ■
social: peers	■ ■ ■ ■ ■
social: teams	■ ■ ■ ■ ■
energising exercises	■ ■ ■ ■ ■
authority and control	■ ■ ■ ■ ■
movement & mobility	■ ■ ■ ■ ■
intake awareness	■ ■ ■ ■ ■
time of day awareness	■ ■ ■ ■ ■
<b>CLASSROOM ENVIRONMENT</b>	
temperature awareness	■ ■ ■ ■ ■
light levels	■ ■ ■ ■ ■
study area / design	■ ■ ■ ■ ■
technology	■ ■ ■ ■ ■
music / sound	■ ■ ■ ■ ■
<b>PLANNING TECHNIQUES</b>	
curriculum-centred	■ ■ ■ ■ ■
student-centred	■ ■ ■ ■ ■
diagnosis / assessing styles	■ ■ ■ ■ ■
learning tools	■ ■ ■ ■ ■
student grouping: alone	■ ■ ■ ■ ■
student grouping: small groups	■ ■ ■ ■ ■
student grouping: whole class	■ ■ ■ ■ ■
set structure	■ ■ ■ ■ ■
<b>THINKING STYLE</b>	
analytic	■ ■ ■ ■ ■
sequential	■ ■ ■ ■ ■
reflective	■ ■ ■ ■ ■
holistic	■ ■ ■ ■ ■
simultaneous	■ ■ ■ ■ ■
spontaneous	■ ■ ■ ■ ■
<b>PROFESSIONAL ATTITUDES</b>	
persistence	■ ■ ■ ■ ■
conformity	■ ■ ■ ■ ■
responsibility	■ ■ ■ ■ ■
diversity awareness	■ ■ ■ ■ ■
classroom routines	■ ■ ■ ■ ■
change / variety	■ ■ ■ ■ ■
creativity	■ ■ ■ ■ ■
motivation	■ ■ ■ ■ ■

<b>TEACHING METHODS</b>	
auditory: listening	
auditory: discussing	
auditory (internal): self-talk	
visual: reading	
visual: observing	
visual (internal): imagination	
tactile: hands-on	
kinesthetic (external): physical	
kinesthetic (internal): feeling	
<b>MANAGEMENT STRATEGIES</b>	
social: alone	
social: pairs	
social: peers	
social: teams	
energising exercises	
authority and control	
movement & mobility	
intake awareness	
time of day awareness	
<b>CLASSROOM ENVIRONMENT</b>	
temperature awareness	
light levels	
study area / design	
technology	
music / sound	
<b>PLANNING TECHNIQUES</b>	
curriculum-centred	
student-centred	
diagnosis / assessing styles	
learning tools	
student grouping: alone	
student grouping: small groups	
student grouping: whole class	
set structure	
<b>THINKING STYLE</b>	
analytic	
sequential	
reflective	
holistic	
simultaneous	
spontaneous	
<b>PROFESSIONAL ATTITUDES</b>	
persistence	
conformity	
responsibility	
diversity awareness	
classroom routines	
change / variety	
creativity	
motivation	



---

*Group Members*

---

1	five Sample	15/05/01
2	four Q Sample	15/05/01
3	one Sample	15/05/01
4	three Sample	15/05/01
5	two Q Sample	15/05/01