



Teaching Style Analysis™

Education

TSA - Ed Personal Profile

prepared for
three Sample

Entered: Tuesday, 15 May 2001

The following profile displays your Personal Teaching Style and allows you not only to discover where your strengths and flexibilities lie but also to enhance your professional skills and improve your teaching methods by creating Action Plans and following the suggested Guidelines.

Please note: If you answered "Not Applicable" to all the student categories in the Success Rate Section, no Graph 4 will be printed.

Background:

- The TSA™ Ed is based on findings and experiences with the WSA™ (Working Style Analysis™) and LSA™ (Learning Style Analysis™) instruments, dating back to 1992; they have been used by thousands of students, teachers and employees of all age groups on a world wide basis.
- It is not a "test" and can therefore neither be "passed" nor "failed" by anyone.
- The TSA™ Ed Profiles & Personal Reports are designed to help you better understand your teaching style and manage your daily work duties in class as well as in your school environment in a more effective and satisfactory way.
- Obtaining LSA™ Profiles & Reports of your students (individual and group profiles) and comparing them with your own TSA™ Ed results is recommended as the next logical step before you create your Action Plans.

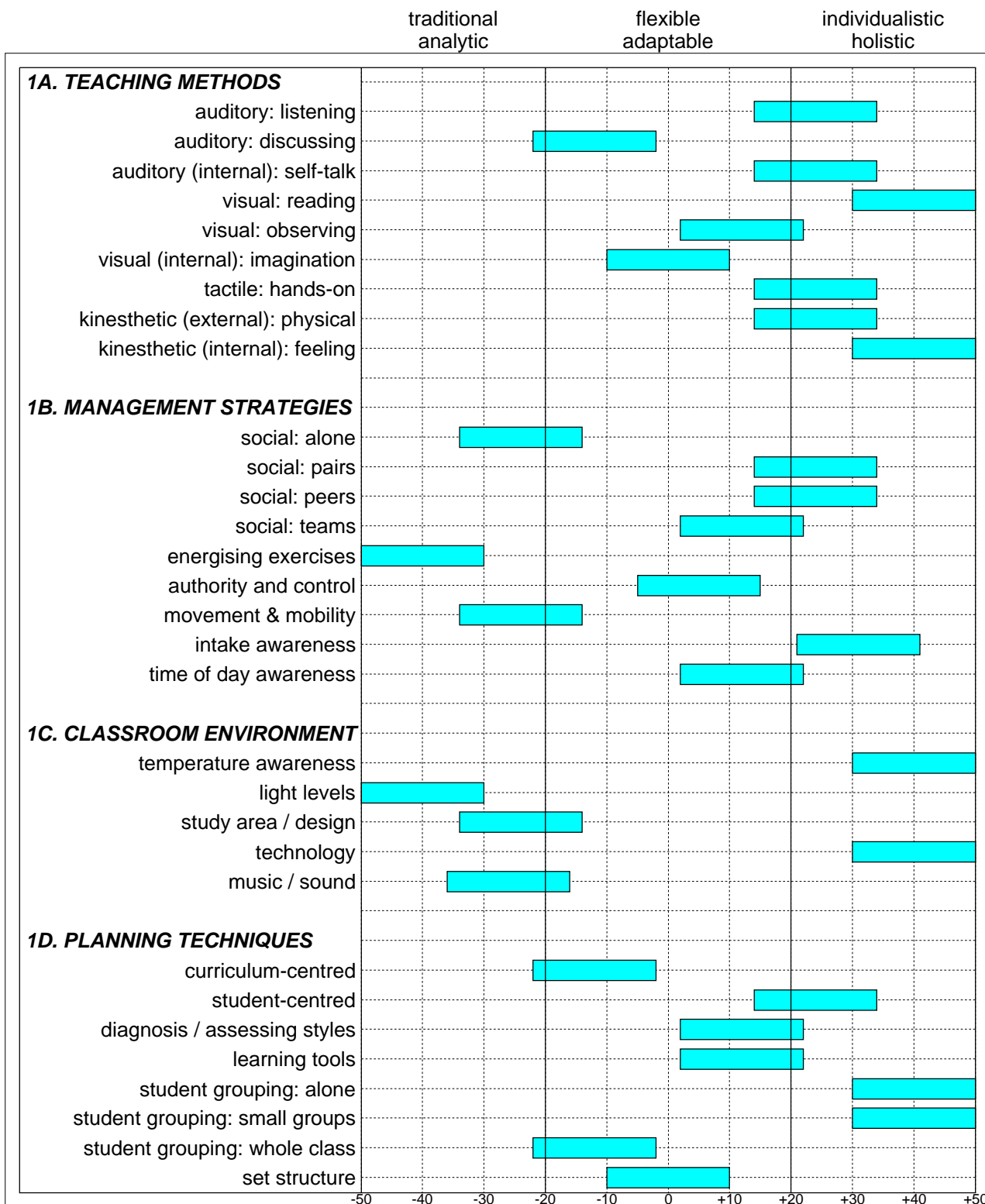
Features:

- The TSA™ Ed is a fully computerised, self-interpreting assessment instrument.
- It is a unique tool which can be used by teachers at any stage in their career.
- The results provide a practical framework for better self understanding in interactions with students - both in class and during other educational activities.
- The 'Guidelines for Professional Development' are supplied to help improve personal teaching performance, job satisfaction and professional mastery.
- The 'Personal Monitoring System' has been added at the very end to allow the user to keep track of new applied strategies and gives a record of the progress in one's professional development.

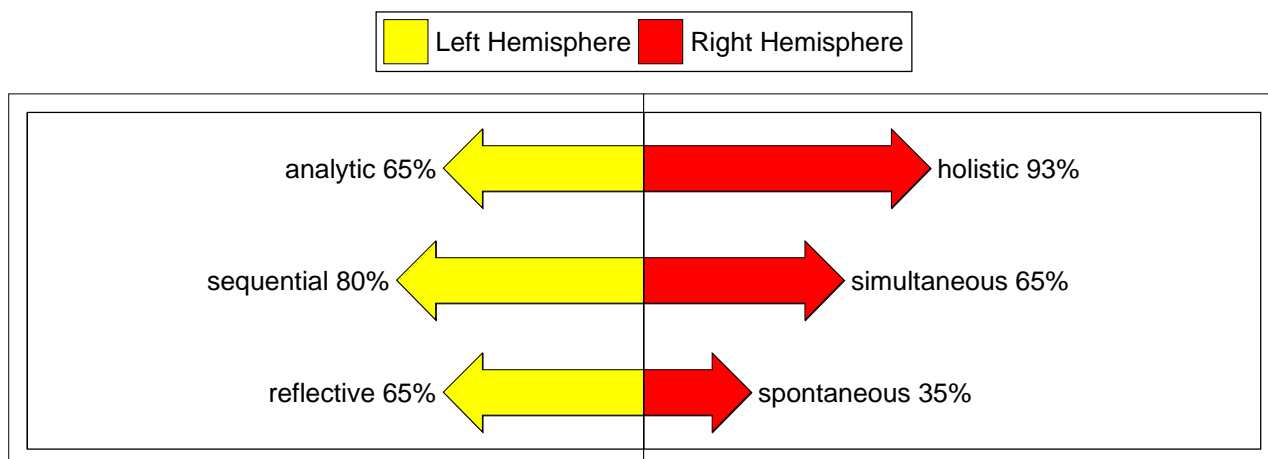
For more information please contact:

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

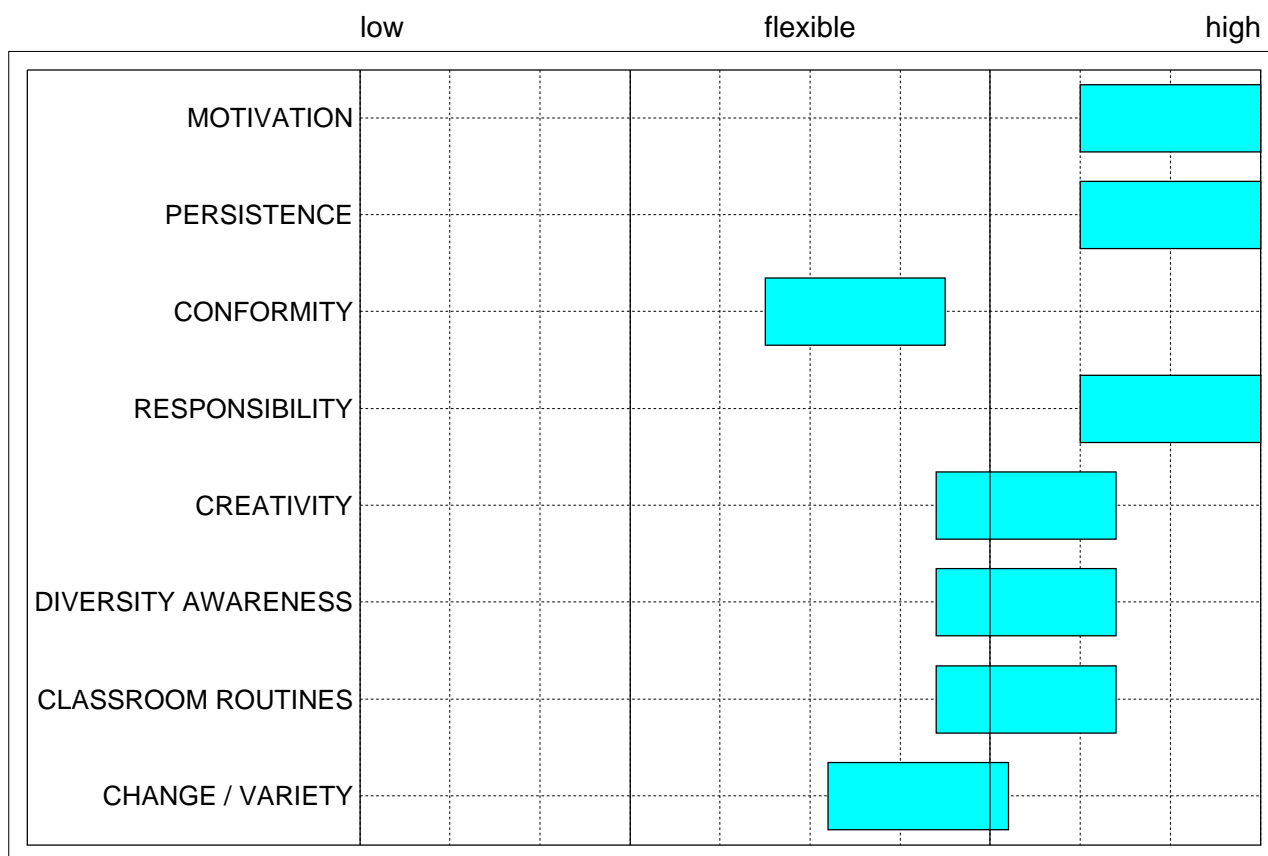
Graph 1: Teaching Style



Graph 2: Brain Dominance



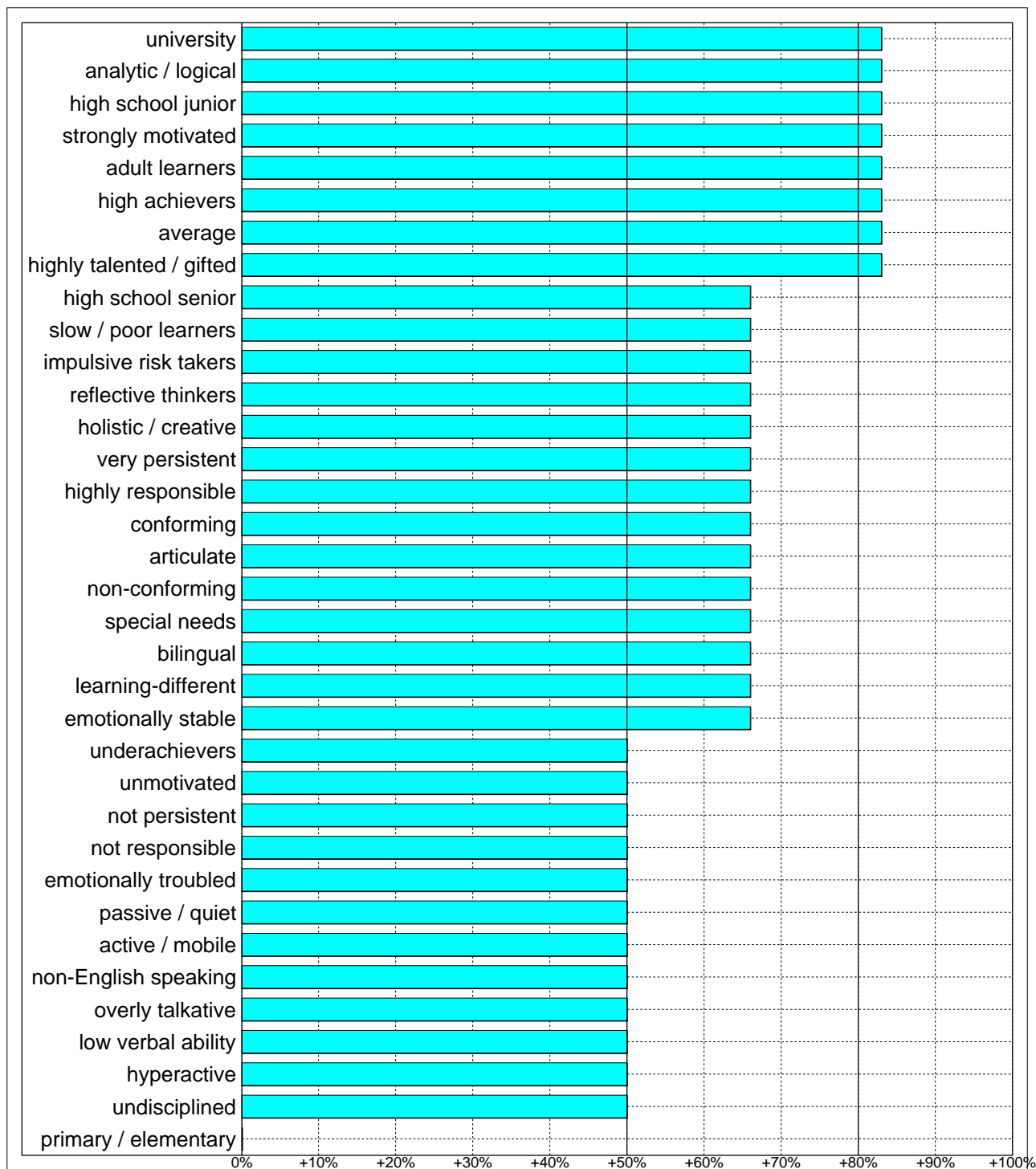
Graph 3: Professional Characteristics



Please note: The graph above shows elements that can be influenced or changed. If the score is in the FLEXIBLE area, it means that attitudes can change according to the situation.

Graph 4: Success Rate with Students

Congratulations!



Think about it...

Please note: If any of the above readings are 0, it is because you responded N/A.

PERSONAL REPORT AND PROFESSIONAL DEVELOPMENT GUIDELINES

GRAPH 1: Your Teaching Style - Overall Scores

-50 to -20

If your score for any of the elements is between -50 and -20 your teaching style in that particular area is considered traditional or highly analytic.

When most of your scores fall within this area, it is a warning signal that you are still using a formal, out-dated way of teaching which might not suit the majority of your students. For becoming more aware of your students' true learning needs you should have their learning styles assessed. By understanding your students' LSA profiles and adopting new teaching methods you will be able to match your teaching style to their individual styles of information intake. When you plan and execute a teaching session, simply remember human diversity. You can then probably move into the next score group - flexible/adaptable.

-20 to +20

If your score for any of the elements is between -20 and +20, your teaching style in that particular area is considered flexible or in transition from traditional, formal teaching to more individualised, holistic instruction methods and you are probably also very adaptable to your students' learning needs. If most of your scores fall within this area, this must be an exciting time for you, full of experiments, creativity, learning and exploring. Good luck with your personal and professional growth, you are on the right track!

+20 to +50

If your score for any of the elements is between +20 and +50, your teaching style in that particular area is considered learner-centred or holistic. If most of your scores fall within this area, you have already embraced the new way of teaching based on human diversity and creativity. Congratulations and keep up the good work!

1A. TEACHING METHODS (Multi-Sensory)

This graph describes your sensory teaching methods which are often based on your personal learning style. The results refer to the way you transfer knowledge to your students by stimulating their senses.

YOUR PERSONAL SCORE

Your current teaching methods seem to be already very individualistic/holistic and your flexibility enables you to cater for different sensory learning needs of your students. Keep using your multi-sensory methods but also be aware that you have some areas where you might not be adaptable enough for the particular style combinations of some students. A valuable help in determining which sensory teaching methods would suit your students best is by finding out their individual learning styles as well as their group learning needs and then adapting your teaching strategies accordingly.

MY SELF-ENHANCEMENT ACTION PLAN 1A:

1. **WHAT** can I do to improve my Sensory Teaching Methods? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to reaching the desired teaching mastery?
(my **TIME FRAME**)

IN CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1B. MANAGEMENT STRATEGIES

This graph describes your management strategies in the classroom which are often based on your personal experiences during your own schooling. It reveals how you manage the physical and social learning needs of your students.

YOUR PERSONAL SCORE

Your current management strategies seem to cover the wide range from traditional/analytic to flexible/adaptable to individualistic/holistic techniques in your class(es). Please keep using the methods which are already learner-centred. Your flexibility allows you to adjust to different learning styles your students will display when concentrating in class. However, in some areas you still tend to use traditional/formal management strategies for all students. Please note that these methods may only be suitable for some of your students and not for others who would need different approaches to draw out their full learning potential. A valuable help in determining which management strategies would suit your students' learning needs best is by finding out their individual learning styles and then altering your classroom strategies accordingly.

A few questions worth considering:

Do you allow your students to work in groups, with a friend, or do they mostly learn alone?

Do you build in energising exercises when you notice your students are tired?

Are you the ultimate authority in the classroom and do you look over their shoulders, or do you allow your students to learn in their own way?

Can you accept that some of your students can concentrate better while they move around and that not everyone can sit still for lengthy periods of time?

Do you allow them to drink water or nibble on something healthy while you are teaching them?

Are you aware that students have different time preferences for learning new and difficult content and that the morning hours are not the best time for many students to concentrate on new and difficult learning content?

MY SELF-ENHANCEMENT ACTION PLAN 1B:

1. **WHAT** can I do to improve my Classroom Management Strategies? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to move closer to matching my students' learning needs with my teaching strategies? (my **TIME FRAME**)

IN CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1C. CLASSROOM ENVIRONMENT

The results in this graph refer to your classroom set-up and design of work areas.

YOUR PERSONAL SCORE

Your current classroom environment seems to be a combination of traditional/formal and individualistic and learner centred set-ups. It would be of great advantage for your students if you could become even more flexible and replace more of the traditional classroom design in accordance with your students' learning styles. You can gain accurate group needs from assessing students' learning styles and the result will be that your redesigned classroom will match your students' learning needs more accurately; you will also become more effective in teaching those who do not learn well in formal work areas. As you are already using a variety of environmental components supporting individualised instruction, it will not be difficult for you to develop even more learner-centred areas in your classroom. Please use your personal Action Plan for becoming more flexible and/or more holistic in your classroom set-up.

A few questions worth considering:

Are you aware that your students' learning success might depend on the temperature in the classroom?

Do you allow them to be comfortable and warm?

Do you have/can you create low-light and bright-light areas in your class?

Are there possibilities for your students to work either in formal and/or informal areas?

Do they have to sit at their desks all the time or do they have comfortable spaces available?

Do you use learning music while you teach or is your classroom generally quiet?

What role does technology play in the set-up of your classroom(s)?

MY SELF-ENHANCEMENT ACTION PLAN 1C:

1. **WHAT** can I do to match my Classroom Environment with the learning needs of my students? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to create a learning style classroom? (my **TIME FRAME**)

IN CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

1D. PLANNING TECHNIQUES

Your scores in this graph describe how you plan your lessons and/or teaching units.

YOUR PERSONAL SCORE

Your current planning techniques seem to be already very individualistic/holistic and your flexibility enables you to prepare yourself for different learning needs of your students. Keep using your lesson preparations, you are on the right track! However, please be also aware that you have some areas where your planning might not be individualistic enough for the particular style combinations of some students. A valuable help in determining which planning techniques would help your current students most to achieve their full learning potential is by finding out their individual learning styles as well as their group learning needs and then plan your teaching strategies accordingly. When you plan for different learning needs on a regular basis your class work will be even more successful!

A few questions worth considering:

Is your preparation mostly concerned with teaching curriculum content or do you use methods for teaching to individual students, allowing the learning process to flow?

Are you using diagnostic tools (like LSA™) to assess your students' learning styles?

Do you create/include self-correcting learning tools for all your students?

Do you orchestrate social interactions during your teaching sessions in class?

Do you pre-plan how and with whom your students will do certain exercises and learning activities?

Does your planning include tasks for individual students, small groups and/or the whole class?

Are you providing a set structure for your students or do you allow them to self-structure their learning tasks?

MY SELF-ENHANCEMENT ACTION PLAN 1D:

1. **WHAT** can I do to make my Planning Techniques more effective for students? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to achieve the desired outcomes with my new planning techniques? (my **TIME FRAME**)

IN GENERAL:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN A SPECIFIC SUBJECT AREA:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

GRAPH 2: Brain Dominance

The categories in this graph are arranged in three groups:

A high score in any of these elements indicates a preference for a particular style of thinking, processing thoughts and approaching your work in class.

Similar scores within any of the groups (e.g., 60% for analytic, 66% for holistic) indicate that you are able to switch between the two modes.

High scores in both left and right hemispheres (80% and above) indicate that you are highly integrated in your mental techniques, utilising both brain hemispheres equally strongly.

YOUR PERSONAL SCORE

Analytic - Holistic

You seem to be very holistic in your brain dominance and tend to favour intuition, emotion and feelings which you encourage to flow through social interaction among your students, relating the learning content to their personal experiences, focusing on their needs and allowing them to have fun in class.

Probably based on your own learning style, you tend to provide the 'big picture' first and avoid giving too many details, guidelines or instructions.

Most of the time you let your students find their own way of solving learning problems, supporting them when needed. Your style is generally more relaxed, you are able to form good, often strong personal relationships with your students and put less emphasis on classroom discipline because you tend to trust them and believe in self-discipline and self-responsibility for the learning process.

Your approaches might often be seen as unconventional, deviating from the norm, but you know they work for most students. Being strongly right-brained in your overall style, you could also experience a conflict with the system you have to work under. Due to lack of organisation in your classroom (also called 'creative chaos') it is possible that you suffer from stress, fatigue and burnout. If you want to help your more analytical students in class and help yourself to become more balanced, it would be good if you acquired some analytic strategies, combining some logical, rational techniques with creative, hands-on activities. In that way you would still have the enjoyment of holistic teaching but at the same time cater for different style needs of your students. To really match your teaching and thinking style with your students' learning needs it is necessary to know their learning styles and teach them accordingly. Creating and following your Action Plan will give you good guidance on how to achieve a more balanced use of your brain capacities.

Sequential - Simultaneous

Congratulations! You seem to be very integrated in your style and tend to use both, sequential and simultaneous strategies in your daily work with students. This means you balance between step-by-step learning activities and handling several tasks at the same time for your students. Probably based on your acute (or intuitive?) awareness of different learning needs among your students, you tend to explain the whole idea first before going into details; in doing so you make it possible for all types of learners to participate in the learning process successfully.

If students can't reach a solution in a linear fashion, you let them find their own way via multi-tasking and support them in solving their learning problems. Your approaches range from traditional to unconventional and you seem to know which ones work for which types of students. To enhance your already integrated style and match your teaching and thinking style with your students' true learning needs it would be advantageous to know their personal learning styles. Based on the results of their LSA™ you will be in the position to cater for their individual and group needs even more accurately and apply your ability to switch from linear to multi-task style with greater accuracy. Please keep up your good work!

Reflective - Spontaneous

You seem to be high in reflective thinking and prefer to ponder before giving an opinion, answering a question or making a decision. Although on rare occasions you can be quite spontaneous, but it doesn't come easily and if you can't work by using your reflective style and/or too many unplanned things are happening in your classroom or somewhere else, you may feel steamrolled, hassled and stressed out. Often you might also want the world to slow down to give you a break to think.

A correlation can often be found between high analytic and high reflective scores, indicating a strong left-brain dominance which means that teachers with such a style combination will be expecting the same style from their students. Please be aware that not many students can be truly reflective when they have to learn something new and difficult because more students than generally assumed are impulsive in their thinking and spontaneous in their actions. You must accept that particularly underachievers in your class(es) cannot 'think before they speak' and get easily frustrated when they have to reflect on things.

Although your own reflective style will not change much, you should find out your students' individual and group learning needs in this area. It would be best to have their learning styles assessed and then to adjust your teaching approaches according to their individual styles. This will be easier than you think, particularly when you learn more about right-brain, holistic teaching methods and begin using your Personal Action Plan which can help you become more spontaneous in your daily classroom work and understand impulsive behaviour better.

MY SELF-ENHANCEMENT ACTION PLAN 2:

1. **WHAT** can I do to balance / integrate or to increase / decrease my analytic / holistic style, my sequential / simultaneous brain processing, my reflective / impulsive thinking style? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take this intended action to move closer to my desired outcome? (my **TIME FRAME**)

IN CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

OUT OF CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

GRAPH 3: Your Professional Characteristics

This graph depicts your attitudes in the following areas:

1. **PERSISTENCE:** how your willingness is to follow through with professional tasks, particularly when you find them difficult or not very interesting.
2. **CONFORMITY:** how you respond to rules and regulations imposed by your school, institution or government. This can be interpreted how well you "fit in".
3. **RESPONSIBILITY:** how you carry out your professional duties, even when they might not always be easy or to your particular liking.
4. **DIVERSITY AWARENESS:** how conscious you are about diverse learning needs and learning styles of your students in class.
5. **CLASSROOM ROUTINES:** how much emphasis you put on classroom routines, whether you need them, want them, like them or not.
6. **CHANGE/VARIETY:** whether you enjoy change and/or variety and want that in your daily work or you don't like it and/or rather resist it.
7. **CREATIVITY:** how you see yourself as a creative educator and how much creativity you think you use in your teaching.
8. **MOTIVATION:** whether you are highly motivated for doing your teaching job or you have lost your motivation, which means you might be somewhat disillusioned with your work at the moment.

Overall Score:

A positive score (between +20 and +50) means that you rank high in that particular attitude, while a negative score (between -50 and -20) indicates the opposite. A score around zero (between -20 and +20) means that you are flexible in this particular element and your attitude will often depend on the situation and/or your interest in the task.

Please note:

These elements are learned, not biologically or genetically determined, and they are usually influenced by your conditioning, your past experiences and your professional environment. That's why it is possible - although not always easy - to change attitudes either with will power or by changing your beliefs and/or circumstances.

For **Your Personal Score** see next page.

YOUR PERSONAL SCORE

Presently most of your **Professional Characteristics** are currently very high which seems to indicate that you are excited about your job, truly like what you are doing and therefore get the job satisfaction you desire. Congratulations! Keep up the good work, the world needs more teachers like you!

MY SELF-ENHANCEMENT ACTION PLAN 3:

1. **WHICH** element(s) in my Professional Characteristics cause stress, frustration, dissatisfaction and burnout in my daily work? (my **REASON**)
2. **WHAT** can I do to become more positive? (my **GOAL**)
3. **HOW** will I do this? (my **ACTION**)
4. **WHEN** will I take concrete action to experience/build a more satisfying set of attitudes to lower my stress levels? (my **TIME FRAME**)

IN CLASS:

1. WHICH? _____

2. WHAT? _____

3. HOW? _____

4. WHEN? _____

AT MY SCHOOL:

1. WHICH? _____

2. WHAT? _____

3. HOW? _____

4. WHEN? _____

GRAPH 4: Overall Scores - Your Success Rate with Students

For your convenience, the scores have been arranged in descending order. If you scored 80% and more for any particular group of students, it indicates that your success rate is high. Well done!

If your score is below 20%, you might want to consider why this is so and whether there is anything you could do to improve your success rate with that particular group of students. Compare your lower scores in this graph with your Professional Characteristics and your results in your overall Teaching Style. You might discover some mismatches in style between how these students like to learn and how you teach them, which can lead to stress, frustration and burnout. A better understanding of your students' true learning needs through their LSA™ profiles can certainly help you achieve a higher success rate with those students, lower your stress levels and increase your job satisfaction.

Please note that a score of 0 means you have indicated that you currently do not work with these particular types of students.

MY SELF-ENHANCEMENT ACTION PLAN 4:

1. **WHAT** can I do to improve my Success Rate with the following students? (my **GOAL**)
2. **HOW** will I do this? (my **ACTION**)
3. **WHEN** will I take concrete action to achieve more success with the above group of students? (my **TIME FRAME**)

IN CLASS:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

IN PLANNING/OTHER EDUCATIONAL ACTIVITIES:

1. WHAT? _____

2. HOW? _____

3. WHEN? _____

MY PERSONAL MONITORING SYSTEM

Please state in which area(s) you intend to implement your **Personal Action Plan** and then start writing short comments about your new or changed strategies, methods, approaches, interactions with students / superiors / colleagues.

For achieving the desired outcomes in class (and other educational situations) you need to practise and monitor your new strategies / methods / behaviours for a **minimum period of 31 days**. If you want to use this Monitoring System as a worksheet in your daily work, you can use the space for Observations to monitor your new strategies 31 times.

Action Plan: _____

Goal: _____

Action: _____

Date: _____ **Observations:** _____ 1

_____ 2

_____ 3

_____ 4

_____ 5

_____ 6

_____ 7

_____ 8

_____ 9

_____ 10

_____ 11

_____ 12

_____ 13

MY PERSONAL MONITORING SYSTEM

Continued

Date:	Observations:	
_____	_____	14
_____	_____	15
_____	_____	16
_____	_____	17
_____	_____	18
_____	_____	19
_____	_____	20
_____	_____	21
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_____	_____	25
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_____	_____	27
_____	_____	28
_____	_____	29
_____	_____	30
_____	_____	31