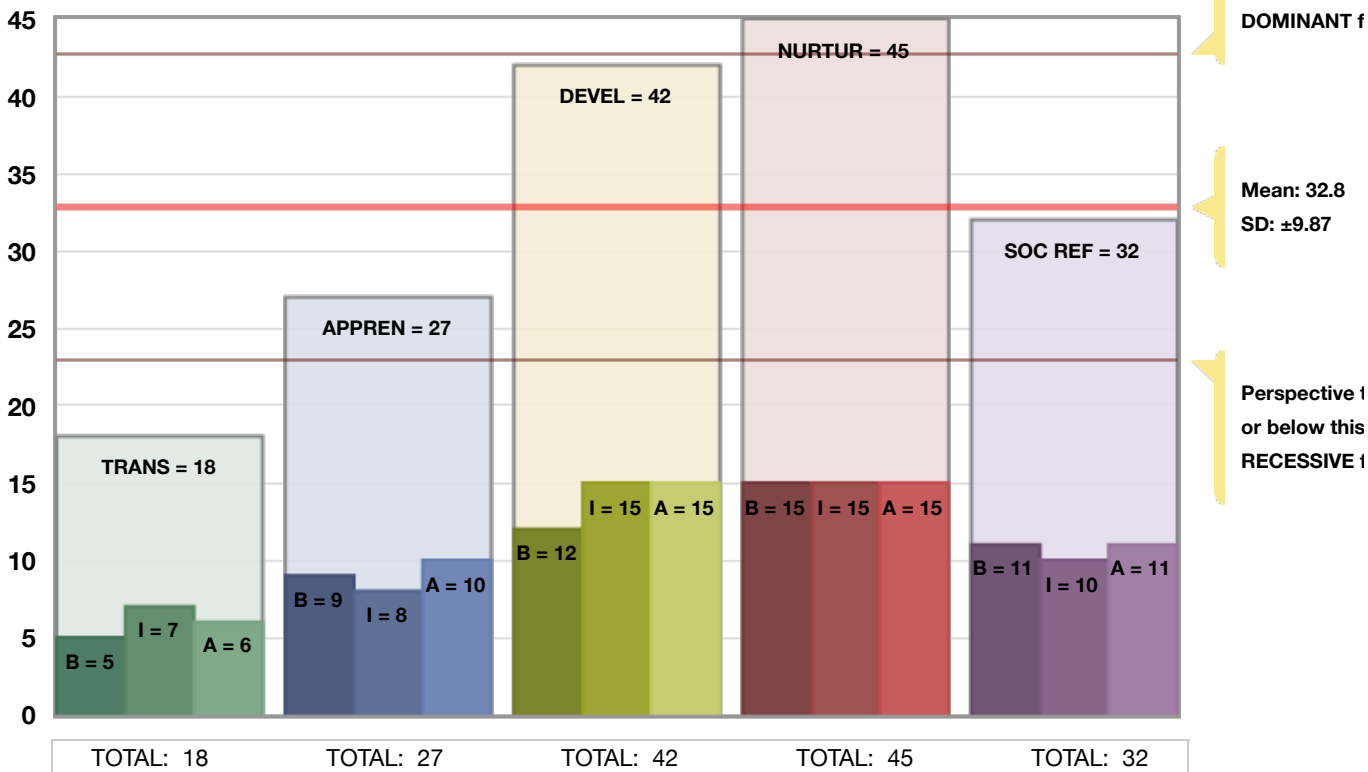


Summarize Your Views and Perceptions about Teaching

Home

TPI Profile Sheet

Thank you for taking the TPI. Your results are represented on the graph below. For information on how to interpret your results, please see the Interpretation page



B = Beliefs	What you believe about teaching and learning.
I = Intentions	What you try to accomplish in your teaching.
A = Actions	What you do when you're teaching.

Date of survey: 06/23/2017

Name of respondent: Kevin Van Lierop

Association group: No, I am not a member of any of these groups

Area of learning: Other

Subject of teaching: Community Development Curriculum

Transmission Total: (Tr): 18 (B = 5; I = 7; A = 6)

Apprenticeship Total: (Ap): 27 (B = 9; I = 8; A = 10)

Developmental Total: (Dv): 42 (B = 12; I = 15; A = 15)

Nurturing Total: (Nu): 45 (B = 15; I = 15; A = 15)

Social Reform Total: (SR): 32 (B = 11; I = 10; A = 11)

Beliefs total: (B) 52

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Intentions total: (I) 55

Action total: (A) 57

Mean: (M) 32.8

Standard Deviation: (SD) 9.87

Dominant Threshold: (HIT) 42.67

Recessive Threshold: (LOT) 22.93

Overall Total: (T) 164

Reflecting on Your TPI Results

1. Review the Summary Paragraphs

Remind yourself what philosophical viewpoint each of the five perspectives represents: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform. Remember, these are Teaching Perspectives; not personality-based 'styles' or technical 'methods'.

2. Examine Your Profile Sheet

The height of the five large vertical bars on your profile represents how strongly you hold each of the Five Perspectives outlined on the Summary Sheet: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform. Remember that all teachers embody all five views, but in varying degrees. (Note: Depending on the version you're using, the order of the paragraphs may not be quite the same as the bars on your profile sheet. Not to worry!)

3. Note the Height and Range of Your Overall Scores

Scores on the profile sheet can range from a minimum of 9 to a maximum of 45. Do your scores overall generally fall in the 40s? Or the 30s? Or 20s? Are your individual perspectives strongly held? Moderately held? Weakly held? Do you know anyone who holds stronger views on teaching? What might this suggest?

4. Check the Differentiation among Your Perspectives

On which perspective is your score the highest? Lowest? Are there marked (step-like) differences among your scores, some high and others low? Or is your profile somewhat 'flat', with smaller differences between your highs and lows? Keep in mind that to agree with some items meant that you must logically disagree with others--you cannot agree with everything. As you were completing the TPI, did you keep a single, specific educational context and a single group of learners in mind throughout?

5. Identify Your Dominant, Back-Up, and Recessive Perspectives

Do one or two of your perspective scores fall at or above the upper line labeled 'Dominant'? Which one? Most people have at least one (occasionally two) dominant perspectives that represent strongly held views on their roles and functions as educators. Similarly, most people have one or two 'Back-up' perspectives that are also high, but somewhat lower than their dominant perspective. Which are your Back-Up perspectives? Do any of your scores fall at or below the lower line labeled 'Recessive'? Which one? These dominant and recessive thresholds are keyed to your profile individually (+/- 1 SD around the mean of your own five scores). They are not influenced by how other people score on their profiles. For you, which are Dominant? Back-up? Recessive?

6. Check for Internal Consistency

Examine the sub-scores labeled B, I, and A (the short bars within each Perspective bar). Your score on each of your five perspectives is comprised of three sub-scores: a Belief sub-score, an Intention sub-score, and an Action sub-score. These sub-scores are indicators of how much agreement exists between what you do (Actions), what you want to accomplish (Intentions), and why you feel

that is important or justified (Beliefs). High internal consistency (sub-scores within one or two points of each other) means that your Beliefs, Intentions, and Actions are all aligned with each other.

7. Examine any Internal Discrepancies

If your B, I, A sub-scores differ by three or more points, inconsistencies may exist that you should consider. Where your sub-scores differ by 3, 4, 5 or more points, look to see where the differences occur. Within which Perspective? Between which sub-scores: Beliefs and Actions? Between Intentions and Actions? Between Actions and Intentions? What might explain these differences? Job constraints? Philosophical inconsistencies? Non-clarity about departmental expectations?

8. Look for Consistency Across Perspectives

Examine the Intentions sub-score for all five perspectives. Does the highest Intention sub-score occur within your dominant perspective? If not, where does it occur and what might that indicate? Similarly, look across your Beliefs sub-scores; in which perspectives are your Beliefs expressed most strongly? Within which perspectives do your Actions predominate?

9. Self-Corroboation

Are the scores on your profile sheet consistent with how you see yourself? Do they make overall sense to you? Are there any unexpected insights? Do your scores help you clarify how you see yourself as a professional educator? Do the thoughts, words, and ideas from the Paragraph Summaries or these Ten Steps offer you new ideas and an expanded language for explaining why you teach as you do? How might these ideas help you draft a written Teaching Philosophy Statement?

10. Next Steps: Peer/Professional Validation

If you have exchanged profile sheets with your peers, have you shared and discussed your results with each other? Do they see you in the same manner as the profile suggests? Compare your profile with norms for other people in your department. Or compare with others in your same professional sector. Or with others who have a similar educational background? Is it now clearer that there are multiple and legitimate views on what constitutes 'good teaching'? Reconfirm or Check for Change: Remember, you can always take the TPI a second and a third time! Look for changes that may occur resulting from professional workshops, departmental discussions, critical self-reflection, discussions with your colleagues, or other important events.