TEACHER PROFILE TEMPLATE

Teacher profiles are written in complete sentences and paragraphs and in narrative form. Use of professional or courtesy titles (Mr., Ms., etc.) is recommended. Anonymity must be preserved when writing teacher profiles. Use pseudonyms for all persons or places.

Procedure

- Data sources include the CLES2(20) or MLES, STEBI/MTEBI, MnSTOI/MnMTOI, and MnSTII/MnMTII.
- Instruments were administered as described by the TRN research protocol.
- Any variations from the basic procedure should be noted.

Context

1. **Teacher** – description of license (including source and type), background and experience, position held (distribution of teaching load, grade level, subjects taught), year of participation
2. **School and Community** – description (urban/rural, public/private, etc.)
3. **Class Observed** – description of students (number, gender, ethnicity, disabilities); course type (required/elective, grade level, frequency and class length, subject, team-taught, etc.); text or other curricular materials
4. **Classroom** – physical layout (desk layout, computers, sinks, storage, etc.)
5. **Instructional Resources** – perceived adequacy; include textbook and curriculum
6. **Overview of Observed Lessons** – goals, type of class (lecture, activity, laboratory, etc.), where lesson fits into unit (paragraph detailing each lesson)
7. **Researcher Information** – including relationship to teacher, number of observers/researchers, researcher’s discipline areas as relates to class observed

Divide the narrative into 6 boldfaced headings below. Under each heading, be sure to address each bulleted item and identify them either by underlining the descriptors or using them as a subheading. Statements in the following six sections should be supported by specific citation of collected evidence: edited quotes; statistics from the CLES2(20) or MLES or STEBI/MTEBI; specific observations of behavior, statements, or environment. Provide a rich array of evidence wherever possible. Remember “no evidence” IS evidence and should be stated in the narrative.

Knowing Science/Math Content

- important content
- accurate content
- appropriate content
- science or math for all
- understanding of the nature of science or math
- curriculum constraints and decisions (how do you decide what to teach)
Knowing Pedagogy

- kinds of activities (what is an “activity”?)
- appropriate activities
- kinds of thinking used/classroom discourse
- teacher’s roles in class and discourse
- assessments (variety and expectations)
- has student learning been achieved?
- external resources

Knowing Students

- appropriate to students
- students’ roles in class and discourse
- management of social aspects and behavior

Establishing an Environment

- management of physical facilities and resources
- insures physical safety in the classroom

Developing as a Teacher

- describe percentages on pie chart
- self-reflection on teaching
- professional development opportunities
- resources, support communities, and learning communities

Researcher Notes:

Include any additional information, inferences, or observations that may be pertinent or may not fit in the categories above. Date when you complete or modify this profile.

Recommendations for TRN Writing Profiles
Developed and Agreed to at our October 20, 2002 TRN Meeting

- Specific instruments must be cited to provide context and evidence for all statements and assertions. Relevant quotes are encouraged and useful, but their relevance must be made clear to the reader.

- Follow the profile format carefully and thoroughly. Use the MNSTOI observation instrument to clarify what is to be covered under each bullet on the template. Include info on each bulleted item on the profile template, even if to say “no evidence”.

Profile template 8/02/2001
• Avoid judgmental statements that can’t be supported by evidence drawn from the data.

• Avoid generalizations that make assumptions beyond the data available.

• Make explicit the meaning of educational jargon, abbreviations, or other “loaded” terms that assume shared meaning, such as “appropriate”, “heterogeneous”, “alternative assessment”, etc.

• Comparison of data from different instruments adds depth to the profile.

• More detail is better. Remember that analysts don’t have access to your data so whatever is left behind disappears.

• To reduce redundancy, refer to other sections of the profile as needed. Be explicit about which sections you are referring to (as opposed to “see above”). Don’t be afraid to revisit similar ideas through the different lenses of different sections.

• Proofread your work.