

# THE INTEREST-A-LYZER

ADULT VERSION

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Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Semester \_\_\_\_\_

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One of the assumptions underlying this course or program is that all students have the capacity to engage in various levels of creative/productive activity. In other words, you should be able to create something that is original and useful as well as merely “learn from” the instructor and textbook. Some of the time that you spend in this course or program will be devoted to working on a creative product — something that is real in the sense that it has an authentic audience beyond the instructor. These audiences might consist of students that you or others will teach, professionals that might attend in-service training sessions, policy making individuals or groups (e.g. boards of education, superintendents, legislators), or readers of professional books or journals. We would like you to work on a product that reflects a sincere interest, but sometimes we have to do a little thinking before we really know what some of our interests might be.

The purpose of this questionnaire is to help you explore some of your interests and potential interests. The questionnaire is not a test and there are no “right or wrong answers.” Your responses will be completely confidential — you may want to talk them over with your instructor or other students, but this choice is entirely up to you.

Do not try to answer the questions immediately. Read them over and think about them for a few days and then write your answers. Please do not discuss the questionnaire with others at this time. Sometimes we can be influenced by the opinions of others and this influence may prevent you from exploring some of your own interests. [Note: Whenever space does not permit, please use the back of the pages to complete your responses.]

1. Pretend that upon your retirement you will be well known among professional educators in your “community” for one or more of your creative contributions to education. This contribution should be something you have not yet done but would like to do. Try to approach this question in terms of things that are in addition to “being a great teacher” or being “well respected/liked by my students.” Define your community by checking one of the spaces at the left and then give a brief description of the contribution(s) for which you will be remembered.

<u>Community</u>	<u>Contribution(s)</u>
<input type="checkbox"/> Classroom	
<input type="checkbox"/> Local School District	
<input type="checkbox"/> State or Region	
<input type="checkbox"/> Nation	
<input type="checkbox"/> World	

2. Most conscientious educators have at one time or another become “fed up” with a certain aspect of education. At the height of their frustration they may have said something like “Some day I’m going to write a book or article about . . .” Under these circumstances, give the title of a critical book or article that you might like to write.

Title \_\_\_\_\_

Brief description of the book or article.

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3. Pretend that you have received a federal grant to develop some innovative curricular materials. The only stipulations are that (1) you must specify the age/grade level(s), (2) the materials must focus on activities that are not ordinarily included in regular textbooks or curricular guides, and (3) you must state the general and specific areas and the topical focus of the materials.

<u>Grade Levels</u>	<u>General Curricular Area(s)</u>
<input type="checkbox"/> Pre-school	<input type="checkbox"/> Mathematics (Specify Area) _____
<input type="checkbox"/> Primary	<input type="checkbox"/> Science (Specify) _____
<input type="checkbox"/> Elementary	<input type="checkbox"/> Humanities (Specify) _____
<input type="checkbox"/> Middle School	<input type="checkbox"/> Social Sciences (Specify) _____
<input type="checkbox"/> High School	<input type="checkbox"/> Language Arts (Specify) _____
<input type="checkbox"/> College	<input type="checkbox"/> Art, Music, Drama (Specify) _____
<input type="checkbox"/> Special Populations	<input type="checkbox"/> Computer/Technology (Specify) _____
(Specify) _____	<input type="checkbox"/> Other (Specify) _____

Briefly describe the topical focus of the materials and innovative approaches you would develop.

4. Suppose that next week your principal or supervisor asks you to do an in-service training session for a certain group of teachers in your district. The session must relate to some aspect of programming for high achieving children. Identify the target population of teachers that you would like to address, tell what topic you would select, and describe why you have chosen this particular topic.

Target Population \_\_\_\_\_

Topic \_\_\_\_\_

Reason:

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5. Pretend that you can invite two persons (living or dead) from each of the following categories to give a series of lectures or workshops in this course related to some aspect of enrichment teaching and learning. Whom would you invite?

Famous Persons

Well Known Educators

Great Classroom Teachers  
You Have Known

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |

6. From the six persons listed above, place a star next to your very first choice. Why is this person your first choice?

7. Assume that a professional organization (to which you are strongly committed) is planning a state conference. Persons have been asked to sign up for one of the following jobs. Indicate your first and second choice by marking a 1 and 2.

- |   |                                 |
|---|---------------------------------|
| ___ General Program Chairperson   | ___ Workshop for Administrators |
| ___ Director of Publicity   | ___ Keynote Speaker             |
| ___ Present a Theoretical Paper   | ___ Workshop for Teachers       |
| ___ Present a Research Paper  | ___ Workshop for Parents        |
| ___ Participate in a Debate Relating to One of the Major Issues in the Field              |                                 |
| ___ Conduct a Demonstration Lesson (with several children) Before a Large Group of People |                                 |
| ___ Conduct a Follow-up Research Study on the Impact of the Conference                    |                                 |

8. Briefly describe the one thing that you feel has been your most creative contribution to teaching.

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9. Describe one or more things that you have done to help a single child (or small group of children) develop personally, creatively, and/or academically but that did not involve directly teaching something to the child. [This is a hard one!]

10. Have you served in a leadership role in any project or program that was designed to bring about educational change? Yes \_\_\_ No \_\_\_  
If YES, give the title of your position, your duties, and your feelings about the work you carried out.

Name of Project or Program \_\_\_\_\_

Your Title/Position \_\_\_\_\_

Duties and feelings:

11. Please give the title of and briefly comment upon a book, play, film, or experience that has significantly influenced your thinking or life-style.

Title \_\_\_\_\_

12. List and answer one or more important questions that you think should be asked of persons who express an interest in working with talent development in young people.

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13. If you had the choice, where and when in the past would you like to have lived? Why? (Please only consider the past rather than the present or future.)
14. What do you do in your spare time? If you had no limitations whatsoever, what would you like to do in your spare time?
15. Have you ever done any creative things “on your own?” List some of the things you have done (beginning as far back as you can remember) that were not related to school assignments, extra curricular activities, or activities organized by clubs (Scouts, 4-H, League of Women Voters). Such things might include writing poetry, composing music, organizing political action, starting an organization or business, etc.