True Colors
What
What Color
What Color Are
What Color Are You?
RESPONSIBLE

GOLD
Curious
RESPONSIBLE

Loyal
Dependable
Prepared
Sensible
Thorough
Punctual

Faithful
Stable
Organized
Caring
Concerned
Concrete

GOLD
Adventurous

Witty
Charming
Spontaneous
Impulsive
Generous
Impactful

Optimistic
Eager
Bold
Physical
Immediate
Fraternal

Orange
Blue

HARMONIOUS

Enthusiastic
Sympathetic
Personal
Warm
Communicative
Compassionate

Idealistic
Spiritual
Sincere
Peaceful
Flexible
Imaginative
Green

Analytical
Global
Conceptual

Cool
Calm
Collected

Inventive
Logical
Perfectionistic

Abstract
Hypothetical
Investigative

Curious
I AM . . . Institution Oriented

I am institution oriented. My classrooms are organized and my routines are well structured.

I believe in being dependable and in upholding consistent classroom management.

Good students are the building blocks of the future.

I feel responsible for their education.

I am committed to preserving the time-honored ideal on which the American education system was founded.

- I have a well-established classroom routine.
- I am a firm and fair disciplinarian.
- I foster and reward delegated responsibility.
- I encourage team effort.
- I organize and structure the learning process in a step-by-step fashion.
- I preserve and transmit cultural heritage within the institution.
I AM . . . Action Oriented

I am action oriented. I give my students information that is useful immediately.

I like to see direct results of my teaching by dealing with students in a hands-on fashion, rather than by methods which are more theoretical.

I create a dynamic, exciting classroom atmosphere by using an approach that is unstructured and unpredictable.

- I am an exciting innovator.
- My teaching style is dynamic and unplanned.
- I provide a variety of action experiences.
- I teach in the here and now.
- I deal quickly with concrete problems.
- My direction is dramatic and spontaneous.
Being student oriented, nurturing and supporting the growth of my students is fulfilling to me.

I thrive on being a part of the development of their personal and social awareness.

My compassion for others makes it a joy for me to work with students.

My teaching is at its best when I am creating a rapport with students.

I feel good when magic springs from the learning experiences and growth of my students.

- I use my imagination as a teaching tool.
- I involve my students in the learning process I seek to create harmony in the classroom.
- I am best when I can use individualized instruction.
- I am concerned about the whole student.
- I operate a democratic classroom.
I AM . . . Subject Oriented

I am subject oriented. I am most proficient in my teaching when I am free to develop the competency and intelligence of my students.

I think it is wise to create new procedures, reflecting the advances made in technology and culture.

I enjoy giving my students the new insights and knowledge gathered from my research.

- I seek answers to nature’s enigmas.
- I am interested in the development of my students’ intelligence.
- I enjoy inspiring students to stretch their intellects.
- I present instructional materials in a logical manner.
- I use a cause and effect approach to develop the reasoning ability of my students.
I Do My Best When Content is Structured

I do my best when course content is structured and clearly defined.

Abstract ideas and concepts should not be introduced until the foundations of a subject are plainly presented.

I always want to know when I am on the right track.

Rules and directions are a great help to me.

I believe students should share in the responsibilities and duties of the classroom.

☐ I prefer useful subjects.
☐ I thrive on routine and orderliness.
☐ I am punctual and dependable.
☐ I think problems through before making a decision.
☐ I respect rules.
☐ I have a strong sense of right and wrong.
☐ I respect the institution of the school.
I Perform Well in Competition

I perform well in competition, especially when there is a lot of action.

I love games and hands-on activities.

I love fun and excitement, so I have difficulty with routine and structured presentations.

I get a kick out of putting to immediate use what I have learned.

I perform at my best when I can apply to the world those skills which I have learned in school.

☐ I learn by doing.
☐ I like tools.
☐ I am impulsive.
☐ I am physical.
☐ I like being on stage.
☐ I am a competitor.
☐ I like immediate results.
☐ I am a hands-on type person.
I Feel Best in Interactive Atmospheres

I feel best in open, interactive atmospheres. I like to feel that teachers are about me and that they give a personal touch to the classroom.

I appreciate real, human feedback. I thrive in a humanistic, people-oriented environment.

I turn off when conflicts arise and flourish in an atmosphere of cooperation.

It is important that my teachers value me as a person and that they respect my feelings.

☐ I am verbal and good with languages.
☐ I am imaginative and abstract.
☐ I am social and work best in a group setting.
☐ I am sensitive to rejection and to conflicts with teachers.
☐ I am dramatic.
I prefer to work independently

I perform best when exposed to the driving force or overall theory behind a subject.

I prefer to work independently.

New ideas and new concepts arouse my curiosity and I enjoy interpreting them before I add them to my bank of knowledge.

I am gratified by probing abstract concepts. I respond positively to the recognition and appreciation of my competence in a subject.

- I am logical.
- I am theoretical.
- I am curious.
- I conceptualize.
- I am driven to understand.
- I learn best independently.
- I need to be immediately challenged.
Praise and Reward Gold

Being honest and sincere

Specifically mentioning actual accomplishments

Noting accuracy, efficiency, and thoroughness in performance

Acknowledging their sense of responsibility

Noting how the task they have completed affects the well-being of others

Recognizing how their efforts make a significant contribution to the class and school
Praise and Reward Orange Students

- Making immediate and timely favorable responses
- Focusing on their behavior and performances more than the finished product
- Appreciating their cleverness and spontaneity
- Commenting on the skills they demonstrate
- Noting the quickness of their actions
- Recognizing the impact of their performance
- Giving a variety of tangible rewards such as certificates or free time for an activity of their choice
- Letting them design the rewards they would like to have within your limits
Praise and Reward Blue

Frequently telling them how good you feel about their achievements and their contributions

Frequently acknowledging their unique personal characteristics

Demonstrating that you care about how they feel

Clarifying the importance of students to the class and to the school

Responding to the honesty and sincerity of students in a like manner

Openly reflecting the students’ participation in successful group sessions
Praise and Reward Green

Acknowledging their ideas and competent performances with sincerity and appreciation

Stating your recognition of the value and usefulness of their work

Recognizing their specific knowledge and skills, especially in dealing with abstractions

Noting their creativity and ingenuity

Acknowledging their intellectual capabilities to analyze and give precise explanations

Asking them to devise a new class activity or game that centers around an academic topic

Acknowledging their ability to complete tasks independently

Providing more opportunities to exhibit competence as the best reward for a job well done

Avoiding fake hoopla