National School Reform Faculty

Harmony Education Center

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Passion Profiles Activity

Adapted from Gene Thompson-Grove's, "Student Profiles," by Pedro R. Bermudez, Belkis Cabrera, and Linda Emm.

pas·sion (p²sh"…n) *n.* **1.** A powerful emotion, such as love, joy, hatred, or anger. **2.a.** Ardent love. **3.a.** Boundless enthusiasm…

Read the passion profiles and identify the passion that most accurately describes who you are as an educator. If several fit (this will be true for many of you), choose the one that affects you the most, or the one that seems most significant as you reflect on your practice over time. (5 minutes)

Without using the number of the passion profile, ask your colleagues questions and find the people who chose the same profile you did. (5 minutes)

Directions for Small Groups:

1. Choose a facilitator/timer and a recorder/reporter.

2. Check to see if you all really share that passion. Then, talk about your school experiences together. What is it like to have this passion—to be this kind of educator? Each person in the group should have an opportunity to talk, uninterrupted, for 2 minutes. (10 min.)

3. Next, each person in the group privately identifies an actual student, by name, who has been affected by the group's profile. Write [in your journal]: (5 min.)
   - What have I done with this student?
   - What's worked? What hasn't?
   - What else could I do?
   - What questions does this raise for me?

4. Talk as a group about the questions that teachers who share this passion are likely to have about their practice. List as many of these questions as you can. (15 min.)

   Recorder/reporter should write on the newsprint, and should be ready to report out succinctly to the large group. Be sure to put your Passion Profile # at the top of the newsprint page.

5. Whole group debrief (after hearing from each Passion Profile group): (15 min.)
   - What strikes you as you listen to the passions of these educators? Listen for the silences. Where are they, and what do you make of them?
   - Which of the questions generated intrigues you the most? Why? How might you go about exploring this question with colleagues? What would you do first?

This protocol was originally written in the 1990s/2000s. We encourage you to purchase an NSRF membership to access newer materials and to enroll in CFG Coaches' Training to access all of the updated materials and to develop a more thorough, experiential understanding. Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.