

## ISTJ

**General Strengths:** ISTJs are consistent, hardworking, stable, and sensible educators. They excel at structuring routines and improving what works. They are decisive and dependable, and expect others to be the same.

Value to the PLC	How to Show ISTJs Their Value as PLC Members
Using norms and protocols to help the group be well planned, organized, and on task Cutting through peripheral data with laser-like focus on what will bring results Leading the setting of SMART goals; aligning work to meet goals Mulling relentlessly over problems or issues until solutions emerge	Recognize past and present contributions Acknowledge deep commitment—that they do what they say they will do when they say they will do it Arrive on time, ready to work Answer their questions; address their concerns
Approach to Data	Approach to Accountability
Organize data efficiently, develop or improve protocols, and enjoy the process Focus on numerical facts and details Make clear connections between data and standards Use data to close the gap between what students know and what they need to know	Want to be held accountable for clear learning targets with no hidden surprises Align standards, assignments, assessments, and PLC work to help adults help students Make learning goals paramount Use past practice to help guide future work
Pragmatic PLC Activity Preferences	Communication Style
Modeling by other teachers; demonstrations directly related to students and content area Reviewing student work samples and developing grading rubrics Engaging in focused action research Receiving implementation details and clear expectations	Prefer to reflect before responding; may not speak until they have a plan Take a businesslike approach in meetings Use a sequential, detailed approach May seem inflexible if no one meets their information needs
What Causes Distress or Discouragement	Strategies for Relieving Stress
Others' disregard for protocols, procedures, or checklists, leading to inefficiencies Hard work that does not produce results—they may begin to believe that it does not matter what they do or say	Talk with colleagues about alternative explanations and solutions for student difficulties Work with a colleague to try something new and creative with students that still has a clear learning goal

**An ISTJ might say:** “I’m willing to work within a PLC if the rest of the group works as hard as I do. Let’s be clear about our purpose, our goals, and how we’ll know if we reach them. Please know that often my questions reflect my need for clarity about why a proposed change will be better than the present. I’ll support it 100 percent if your answers truly support the change.”