In order to Build Rapport and Encourage Reflection,

Teachers and Supervisors need to . . .
Developing Rapport to Foster Change

Teachers and Supervisors …

- Build Trust
- Encourage Openness
- Engage in problem-solving
- Mutual growth…

*to establish a relationship that allows open dialog regarding teaching issues*
Faculty Development Processes

- Classroom Observation
- Action Research
- Teacher Evaluation
- Individual Development Plans
Classroom Observation

• **Peer Observation**: Department Chairs encourage teacher observation

• **Clinical Supervision**: Observation for the purpose of professional development –to help teachers improve their instructional performance
Peer Observation

- Teachers observe other teachers for the purpose of collecting, analyzing, and interpreting descriptions of teaching.

- Those teachers who learn to observe are more aware of teaching...they learn more about their teaching attitudes, beliefs, and classroom practices. “The more we observe and develop our teaching, the freer we become to make our own informed teaching decisions” (p 38).

(Gebhard & and Oprandy, 1999)
Clinical Supervision: Three Phase Process

Department Chairs observe faculty...

- **Pre-observation (Planning) Conference/Discussion:** Teacher reflects, establishes focus area *(e.g. wait time after asking Qs, number and types of Qs...)*

- **Classroom Observation:** Data collection *(nonevaluative, objective data)*

- **Post-Observation (Feedback) Conference/Discussion:** Data analysis *(objective feedback)*
Action Research (AR)

- Conducted by and for teachers
- A way to improve/refine teaching
- Always relevant to participants

- AR is probably the purest form of applied research. It involves the application of the scientific method to everyday problems in the classroom.
Action Research

• Helps teachers reflect on their teaching
• Is about teacher’s identifying and posing problems, identifying a plan of action, reflecting, exploring solutions, and reporting…
• Issues and procedures are under teacher’s control
Action Research

Steps in cycle:
1. Identify problem/question
2. Conduct preliminary investigation
3. Reflect/Form hypothesis
4. Implement intervention strategy and collect data
5. Analyze data and report outcome
6. Cycle begins again
Teacher Evaluation

Two stages:

- Formative
- Summative
Teacher Evaluation

- **Formative phase** – Supervisor/Department chair serves as a mentor/guide

- Teacher and Supervisor discuss areas needing improvement

- A development plan is prepared: mentoring or coaching, professional development
Individual Development Plan

- Teacher and Supervisor discuss professional development opportunities:
  - workshops at DLI,
  - professional conferences,
  - tuition-assistance educational programs

*Quarterly reviews are conducted of professional development accomplishments
References


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