Pre-Service Teacher Development

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Faculty Development Division
Faculty Development

Mission

The Faculty Development Division trains and supports the multi-cultural resident and non-resident faculty by assessing professional development needs, adopting best practices, and designing and implementing an effective, customized foreign language teacher education program for DLIFLC and CLP requirements.

Vision

The Faculty Development Division is a dynamic, innovative, and collaborative community of professionals who provide state-of-the-art teacher education. In advancing DLI’s mission, we also realize our personal and collective goals in a spirit of good humor, vitality, and teamwork.
Teachers’ profiles

• Cultural background
• Educational background
• Prior learning experience
• Teaching experience
• Teaching ability and style
• English proficiency
• Use of technology
• Familiarity with the DLI teaching context
Some variables to consider:

Cultural background       Educational background       Teaching style
Prior learning experience  Teaching experience        Proficiency in English
FACULTY DEVELOPMENT DIVISION

LANGUAGE SCHOOL
The Professional Development Path of a DLI Teacher

**FACULTY DEVELOPMENT DIVISION**

- Instructor Certification Course
- 3-way observation (contract)

**LANGUAGE SCHOOL**

- Initial orientation
- Observation of teaching
- Mentoring
- Practice teaching
- Post ICC mentoring
- Supervisory class observations
- Teacher development portfolios
- Reflective peer observations
- Co-teaching with feedback
- Classroom research
- Professional conferences
- MATFL, MIST
- Certificate programs
- PHD programs

**Specialized programs:**
- FLED
- Educational Leadership
- Team Development
- Educational Technology
- Academic Development
- English for Specific Purposes
- Visiting Scholar Program
Pre-Service Program

• I. Instructor Certification Course (ICC)
  • Four-week, 160-hour experiential workshop
  • Accommodates incoming teachers with diverse backgrounds and varying levels of expertise
  • Renewed emphasis on matters directly related to foreign language teaching
  • Introduces and promotes best practices in teaching for proficiency
  • Updated certification process provides for extended mentoring, as needed

• II. Individualized Post-ICC in-School Mentoring

• III. Final ICC Certification (In-Service Phase Begins)
Instructor Certification Course

- Learner-Centered approach
  - Individualized mentoring
  - Exposure to various teaching approaches
- Maximizing opportunities for hands-on practice
  - Practicum integrated; teaching days have a specific skill-focus
- Recursive process and content
  - Pacing adjusted for more in-depth processing
  - Content and concepts move from general to specific
  - Renewed emphasis on job related, functional skills (FLOs)
- Multiple modes of reflection (reflective journals, peer feedback, self-assessment, class observations with feedback)
- Communicative teaching practices reconciled with program reality
- Increased continuity: facilitators assigned for duration of workshop
- Community of practice; collaboration with the schools
- Experiential Learning
The Experiential Learning Cycle

Concrete Experience
(Activity, “Doing”)
(1)

Experiencing

Active Experimentation

Generalizing
(Inferring Principles about the “Real World”)
(4)

Applying
(Planning More Effective Behavior)
(5)

Reflective Observation

Processi
ng
(Discussion of Patterns and Dynamics)
(3)

Publishing
(Sharing Reactions and Observations)
(2)
The ICC Cycle: Recurrent Themes

Week 1
- Task-based Approaches to LT
- Instructional Planning
- Classroom Management

In-School Teaching Days
- Proficiency & ILR Levels
- Textbook Adaptation
- Using Authentic Materials
- Writing & Exchanging Reflective Journals

Week 2

Week 3

Week 4
The ICC Content

Week 1
DLI Specifics (students & mission)
Teaching/Learning Principles
Classroom Management
Task Design

Week 2
Skills & Subskills/FLOs
Skill Integration
Textbook Adaptation
Intercultural Competence

Week 3
Skills & Subskills
Using Technology
Teaching Grammar

Week 4
Teaching Vocabulary
Writing as Support
Teaching & Testing
Learner Types & Strategies
Experimentation

Teaching Event

Group Discussion of Old EC’s & New EC’s

Teacher Schemata & Learning Histories

Feedback & Reflection

Concrete Experience

EC

EC

EC

EC

EC

Teaching Event
Types of Teaching Events

- Non-Language Microteaching
- Task-Based Reading Lesson
- Integrated Skills (Listening & Reading)
- Speaking Lesson (Skills-Integrated)
- Grammar Lesson (Skills-Integrated)
- Vocabulary Introduction
- Presentation of Teaching Portfolio
Types of Observation:

- Facilitators’ Demonstrations
- Teacher Training Demos (DVDs)
- In-School Classroom Instruction
- Peer-to-Peer Observation
- Self-Observation (Viewing Videotapes)
- Facilitator-to-Participant Observation
Post-ICC Mentoring

Teacher may proceed directly to observation, as appropriate

Post-ICC Professional Development
In-Service

Certification Observation

In-School Mentoring (Implementing IDP)*

Post-ICC Feedback Reports

ICC Attendance

* IDP - Individual Development Plan

<table>
<thead>
<tr>
<th>STEP I</th>
<th>STEP II</th>
<th>STEP III</th>
<th>STEP IV</th>
<th>STEP V</th>
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<tbody>
<tr>
<td>(1 month)</td>
<td>(1-2 weeks)</td>
<td>(up to 6 months)</td>
<td>(1-3 days)</td>
<td>(ongoing)</td>
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Certification observation

**Required lesson components:**

- **Activation of Schemata:** Connections made between what students already know and the lesson topic.
- **Contextualization:** Tasks related to the theme of the lesson.
- **Student-Centered:** Effective exchange of information through student interaction with teacher as facilitator.
- **Task-Based:** A meaningful activity with an observable outcome.
- **Integration of Skills (2 or more)**
- **Target Language:** Primarily target language use by teacher and students.
- **Appropriate Level:** Students working at appropriate level: word, paragraph, etc.
- **Authentic Texts:** Materials written by native speakers for native speakers
- **Integration of Language and Culture:** Classroom activities are meaningfully linked to target culture(s)
- **Personalization:** At least one task allows for students to demonstrate linguistic proficiency by linking it to their own reality
- **Technology:** Effective use of technology that enhances student learning
The 3-way Observation Contract

FACULTY DEVELOPMENT DIVISION

FACULTY DEVELOPMENT SPECIALIST

LANTUANGE SCHOOL

TEACHER

CLASS Observation

Feedback

DEPARTMENT CHAIR

Contract
The Knowledge-Based Approach to Teacher Development

- Teacher’s prior learning experience
- Teacher’s social work context
- Teacher’s beliefs and values
- Analysis/Inquiry/Reflection
- Negotiation of Meaning
- Teacher Development
- Approaches to FL teacher education
- Experiential knowledge
- Received knowledge