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14. ABSTRACT Foreign language instructor supervisors are responsible for developing and formally or informally mentoring foreign language instructors through observation, assessment, and feedback activities. This session provided research-based recommendations for how to facilitate foreign language instructor development. Research presented in this session combined comprehensive literature reviews, interviews with foreign language program administrators and instructor supervisors, and analysis of archival data to identify the behaviors and skills required for effective supervision of foreign language instructors in an adult, military learning context. Findings from this study were also discussed in terms of how these best practices could be applied to other learning contexts, such as primary or secondary education programs. Synthesis of information from these sources helped attendees effectively develop and mentor foreign language instructors.					
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***Developing and mentoring foreign
language instructors: Best practices study
results***



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Developing and Mentoring Foreign Language Instructors: Best Practices Study Results

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Slide 1

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INTRODUCTION AND OBJECTIVES

Facilitator Introduction



- Granddaughter, niece, cousin and friend of teachers
- Former college professor
- Industrial-organizational psychologist

Session Objectives



- To learn:
 - Why instructor development and supervisor mentoring are important for instructor effectiveness and ultimately, to achieve learning outcomes
 - How to optimize relationships between foreign language instructors and their supervisors
 - About best practices for observing, assessing, and providing feedback to foreign language instructors



WHAT IS SUPERVISION?

What is Supervision?



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- “Attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources” (Daft, 2008, p. 14)
- **Instructional supervision** is focused on the improvement of instruction and learning **outcomes** (Gebhard, 1990; Glanz, Schulman, & Sullivan, 2007; Lunenberg, 1998; Neagley & Evans, 1980; Sergiovanni & Starratt, 1998)

What is Supervision?



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- In small groups, discuss:
 - What is the purpose of instructor supervision?
 - Why is effective instructor supervision important?

Why is Supervision Important?



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Effective
Supervision

Instructor
Development

Improved
Classroom
Performance

Increased
Student
Learning
Outcomes



EFFECTIVE SUPERVISORS

What Makes an Instructor Supervisor Effective?



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- Pair up with a neighbor and describe your most effective supervisory experience. What made it effective?
- Conversely, describe your least effective supervisory experience. What made it ineffective?

What Makes an Instructor Supervisor Effective?



- Effective instructor supervisors require specific knowledge, skills, and abilities (KSAs)
 - Instructor supervisors should be selected and trained based on important KSAs
- What do you think is the most important instructor supervisor KSA?

Training Instructor Supervisors



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Performance Management Skills

- Classroom observations, feedback, and development

Interpersonal Communication Skills

- Active listening, conflict resolution, etc.

Administrative Skills

- Draw from courses and materials in the business, management, educational leadership/administration fields

Cultural Expertise

- Cultural do's and don'ts, greetings, common phrases, etc.

Performance Management Skills



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- Instructor supervisors should receive training on strategies for providing performance feedback, such as how to deliver constructive feedback to instructors
- Performance management skills are important for observation, feedback delivery, and development planning processes



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OBSERVATION, EVALUATION, AND FEEDBACK



- Collaborative process between instructor supervisor and instructor
- Intended to help instructors improve
- Iterative cycle beginning with a pre-observation meeting and ending with development planning

Process for Classroom Observations



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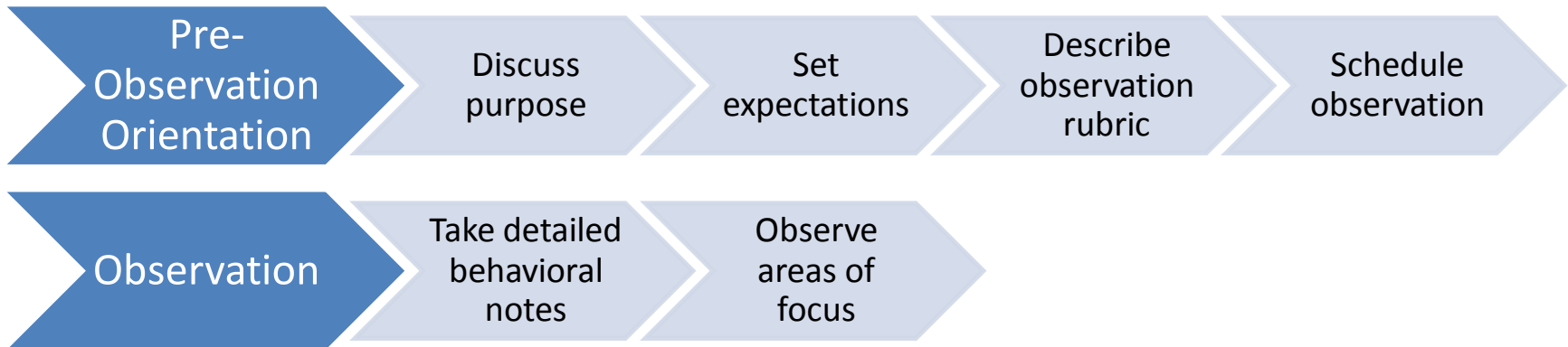
Pre-Observation
Orientation

Observation

Observation Process Guidelines



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Instructor

- Prior to the meeting, self-reflect to identify areas of focus for the observation
- Communicate relevant information – e.g., learning objectives for class session, information about classroom environment, and information about how learning outcomes will be assessed

Supervisor

- Outline the observation, feedback, and development planning processes
- Share and orient instructor to observation rubrics
- Identify and discuss areas of focus for the observation



Instructor

- Share lesson plans and teaching materials for class session with supervisor, as appropriate
- Teach

Supervisor

- Try to be as inconspicuous as possible
- Using the observation rubric as a guide, take detailed behavioral notes
- Pay attention to areas of focus identified and discussed during Pre-Observation Orientation

Process for Instructor Feedback



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Plan for
Feedback
Meeting

Feedback
Meeting

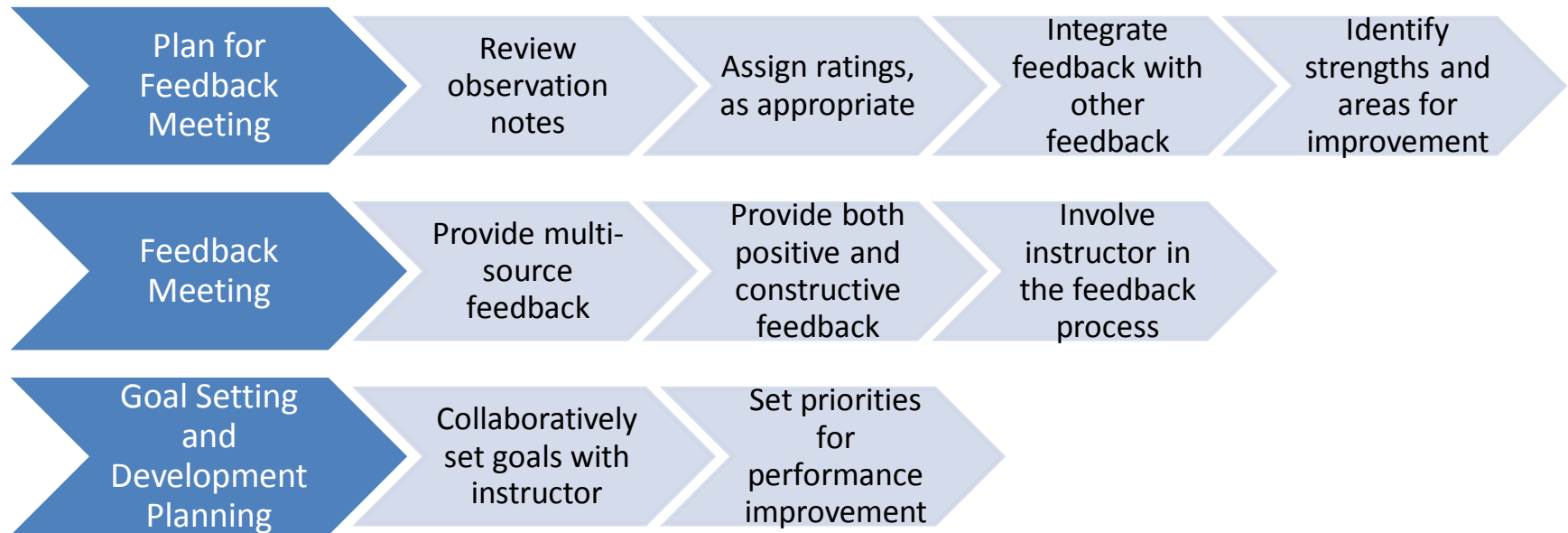
Goal Setting
and
Development
Planning

Feedback Process Guidelines



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Instructor

- After the observation, journal or self-reflect to identify strengths and areas for improvement to discuss with supervisor

Supervisor

- Review observation notes and assign ratings, as appropriate
- Integrate observation feedback with other feedback (e.g., student evaluations, peer observations, etc.)
- Identify instructor's primary strengths and areas for improvement, across feedback sources



Instructor

- Discuss self-reflections and areas of strength and areas for improvement with supervisor
- Actively engage in the feedback meeting

Supervisor

- Discuss areas of strength and areas for improvement with instructor
 - Provide specific behavioral examples to illustrate strengths and areas for improvement
- Balance positive and negative feedback
- Involve the instructor in the feedback meeting

Reactions to Negative Feedback



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- Be aware of the following common reactions to receiving negative performance feedback:
 - Hostility, resistance, or denial
 - Indifference
 - Lack of confidence or self-pity
 - Anger or shock

Multiple sources cited by The Corporate Executive Board (2010)

11/23/2013 – “Managing Negative Employee Reactions to Feedback”

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Feedback Techniques



- What techniques have you found helpful when giving or receiving feedback?



- Be helpful
- Be direct, then embellish
- Be specific and descriptive, rather than general and evaluative
- Be timely
- Be flexible

Source: Hughes, Ginnett, & Curphy (2012)

Strategies for Delivering Positive Feedback



- Begin with positive feedback
- Make sure positive feedback is deserved and genuine
- Follow the BET model
 - B: Behavior
 - E: Effect
 - T: Thank you

Sources: Harms & Roebuck (2010); University of Sheffield

Strategies for Delivering Negative Feedback



- Phrase the feedback accurately, using simple words and supporting examples
- Allow the instructor to respond; observe signs of instructor's emotional reactions
- Follow the BEAR model
 - B: Behavior
 - E: Effect
 - A: Alternative
 - R: Result

Sources: Harms & Roebuck (2010); Multiple sources cited by The Corporate Executive Board (2010) – “Managing Negative Employee Reactions to Feedback”

Goal Setting and Development Planning



Instructor

- Collaboratively develop SMART goals with supervisor

Supervisor

- Describe SMART goal setting for the instructor
- Collaboratively develop SMART goals with instructor for primary areas of improvement
 - Determine how goal progress and achievement will be measured
- Help the instructor prioritize his or her goals

Importance of Goal Setting



- Pursuit and attainment of important and meaningful goals lead to feelings of success
 - Result in greater task performance and productivity
- In general, higher goals lead to greater effort and persistence than do moderately difficult, easy, or vague goals
- Coupled with ability and commitment, the higher the goal, the higher one's performance

Sources: Locke & Latham (1990, 2006); Latham, Borgogni, & Petitta (2008)

SMART Development Planning



- **Specific** – What do you want to achieve?
- **Measurable** – How will you know the goal has been met?
- **Action** – What action(s) will you take? How will you accomplish the goal?
- **Relevant** – Why is this important?
- **Time Frame** – When do you hope to complete this?

Source: Rochester City School District (2011, October)



- What other techniques or tools do you use in development planning?



- Interpersonal communication skills
- Active listening
- Cross-cultural competence
- Learning target language greetings and commonly used phrases

Rapport Building



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- How do you build rapport with your supervisor or instructors?

Questions

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