

Supervising English Language
Teachers
Baily

Definition of supervision

- The process of overseeing the ability of people to meet the goals of the organization in which they work.
- Hierarchical: superordinate and subordinate
- Supervisor: anyone who has . . . *The* duty of monitoring and improving the quality of teaching done by other colleagues in an educational situation.

Negative connotation

- Supervision less rewarding and rather unpleasant responsibilities, such as providing negative feedback, ensuring that teachers adhere to program policy, and even firing employees if the need arises.

Other problems

- A rather reluctant profession
- Called Snoopervision, managing mess, private cold war

Supervisor's tasks

- Being instructional experts, diagnosticians, curriculum developers, instructional planners, problem solvers, innovators, clinical observation specialists, and managers of the processes of teaching and learning

Roles of teacher supervision

- 1. Humanistic supervision
- Develops characteristics that enable the supervisor to consistently affirm a constructive othercentered action that leads to the growth of others, to the improvement of instruction, and to his / her own self-improvement P. 8

Characteristics of supervisor (humanistic approach) Cont

- Believing that all human beings
- (1) possess the power . . . *of solving their own problems*
- (2) *possess* genuine freedom of creative choice and action, and are, within certain objective limits, the masters of their own destiny
- (3) achieve the good life by harmoniously combining personal satisfactions and continuous self-development with significant work and other activities that contribute to the welfare of those with whom one relates

Characteristics of supervisor (humanistic approach) Cont

- 4. a commitment to democratic procedures when working with others;
- 5. a willingness to question others' and one's own basic assumptions and convictions;
- 6. a deep commitment and capacity to make others feel worthwhile, important, and uplifted;
- 7. a willingness and ability to establish warm and empathetic relationships with all persons, regardless of their racial, religious, ethnic, or educational backgrounds;
- 8. an ability to listen and a desire to utilize the experience of others as a resource for planning and achieving goals;
- 9. an enthusiasm for and belief in supervision as a viable process for contributing to human growth and progress;
- 10. a commitment to upgrade oneself as a whole human being and the desire to carry on a continuing inquiry in the field of supervision.

Goldsberry's three models of teacher supervision

- 1. Nominal supervision: Its purpose is to maintain a facade that supervision is being practiced
- 2. Prescriptive model: is based upon the notion that the supervisor needs to correct deficiencies in teaching and has a primary purpose of surfacing these flaws and correcting them
- 3. Reflective model: assumes that teachers need skilled support to refine their own efforts P. 10

Approaches to lg teacher supervision

- 1. Scientific approach: involves competency-based education and the use of interaction analysis
- 2. Democratic approach: views supervision as therapy and as ego counseling
- 3. Clinical supervision: the supervisor and teacher determine the goals of the observation.

Options for observers' roles

- 1. Supervisory option: the traditional directive model, in which the supervisor is viewed as the expert and gives prescriptive advice.
- 2. The nondirective option: is just the opposite; in this role, the supervisor listens nonjudgmentally as teachers describe their work and interpret their actions.
- 3. The alternatives option: the supervisor's responsibility is to suggest, or help teachers discover, alternatives to their current ways of doing things. P. 14

Supervisory skills in language education contexts

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Purposes of teacher evaluation

- 1. *Formative evaluation: is conducted to* provide feedback to an ongoing project, to improve the program. (More common)
- 2. *Summative evaluation: is a final assessment, a make-or-break* decision at the end of a project or funding period.
- 3. *Diagnostic evaluation: used* to determine the beginning status or condition of something *prior* to the application or intervention or treatment.

Teacher evaluators

- 1. *Evaluation by regional inspectors*
- They are outsiders who have authority in the educational system.
- Problems: (1) The supervisors may not be familiar with the students and the local conditions, and (2) time constraints and geography work against inspectors' having any real positive impact on the teachers.

Evaluation by school-based supervisors

- Advantages: they work in the same program as the teachers they supervise.
- These supervisors are in a position to understand the students, the curriculum, and the conditions under which teachers work.
- Their physical proximity is an advantage over regional inspectors.

Self-evaluation

- Done thru:
- 1. Visits to the classrooms of several expert teachers for the purpose of comparing expert teaching to one's own teaching and identifying self-improvement goals based on such comparisons.
- 2. Videotaping one's own teaching, then analyzing teaching performance while reviewing the videotape.
- 3. Designing and selecting or analyzing results of surveys or questionnaires administered to students or parents.
- 4. Interviewing supervisors, peers, students, or parents about effective teaching and learning or about one's own instructional performance.
- 5. Keeping a journal of teaching experiences, problems, and successes, accompanied by critical reflection for the purpose of *improvement*.
- 6. The development of a teaching portfolio for *self-reflection* and analysis.

Evaluation by people outside the program

- Done thru the medium of supervisor
- 1. Listen carefully to the parent's complaint if it is delivered orally (e.g., over the telephone). Write down the key points and read the statement back to the parent.
- 2. Deliver the written message (a parent's letter or your summary) to the teacher immediately. Keep a copy and a written record of the date of delivery.
- 3. Talk with and listen carefully to the teacher as soon as possible. Sometimes parents complain only on the basis of what their children have told them, so it's very important that you understand the teacher's perspective as well.
- 4. Make a note about what you and the teacher decide to do about the complaint.
- 5. Follow up later with the teacher to make sure you can provide an informed response if the parent calls again. P. 192

Principles for lg teacher evaluation

Cont

- 1. To encourage reflective practice: observer's comments should provide the teacher with data about his teaching helping him to reflect on his own teaching and implement changes
- 2. To *empower and motivate teachers*: effective performance reviews give teachers active roles in developing the instruments and procedures used to evaluate their work.

Teaching portfolio in teacher evaluation

- 1. Definition: a collection that relates to one or more dimensions of a person's professional life: methods used, artifacts of the work itself, feelings about the work, and indicators of professional growth.

Portfolio for professional development

- Teaching portfolios give teaching a context, accommodate diversity, encourage teachers to capitalize on strengths, allow teachers to self identify areas for improvement, empower teachers by making them reflective, encourage professional dialogue, and integrate all aspects of teaching

The contents of teacher portfolios

- educational philosophy
- Professional development
- curriculum and instruction
- student growth
- Contributions to school and community

Documentation for pre-service teachers' portfolios.

- *1. Artifacts are produced during the normal* coursework of the teacher education program: including lesson plans, teaching materials, tests, and the like.
- *2. Reproductions: represent* typical events in the teachers' work that are not captured in the artifacts: e.g. a teacher videotaping students' presentations, including the videotape in the portfolio is an example of a reproduction.
- *3. Attestations:* documents about the work of the teacher prepared by someone else, such as peer observation reports.
- *4. Productions: items prepared* especially for the portfolio (e.g., cover notes explaining the sections)

Principles for lg teacher evaluation

- 3. *Will assess all aspects of a teacher's professional activity; usually evaluation is based on only one part of the class and an aspect of it: not comprehensive.*
- 4. *should take account of students' views.*
- 5. *To promote collaboration: the relations between a supervisor, senior teacher, or director of studies with the teachers whom he evaluates must be built on dialogue. .*

Portfolios in evaluation

- The ways that teaching portfolios might be used as assessment tools:
- 1. To find out the teacher's level of performance
- 2. To find out what level of performance the teacher is capable of at a certain time
- 3. To find out whether, after a given period, the educational goals identified at the beginning of the assessment process have been reached
- Portfolios are useful for global evaluations and also to gain a holistic view of the teacher's development

Advantages of using portfolio for teacher evaluation

- 1. Gives some voice to the teachers in their evaluation.
- 2. Gives a more coherent picture of their overall performance.
- 3. Motivates teachers to improve their performance and develop themselves professionally
- 4. Assists administrators as current or prospective employers, in evaluating the teachers' qualifications

Problems in language teacher evaluation

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Teacher evaluation pre-requisite

- 1. Supervisors should examine evaluation research and reassess the program's existing evaluation model.
- 2. The purpose of the review and the intended outcomes should be stated accurately and objectively.
- 3. Supervisors should determine whether the evaluation will be formative or summative.
- 4. One should design, adopt, or adapt the appropriate evaluation model, including the methods and instruments.
- 5. The standards to be used during evaluation must be identified.

Evaluative criteria Cont

- 1. *Individual opinions and group consensus*: Such judgments or opinions are often based on supervisors' implicit ideas and values rather than on explicitly codified criteria. The evaluator's experience and status presumably lend credibility to his or her opinions, and hence to the evaluation.
- Difficulties emerge when the supervisor and the teacher hold different values or have different beliefs about how languages are learned or should be taught.

Evaluative criteria Cont

- *2. Teaching method as a criterion:*
- *There are sometimes differences between the teaching method of the teacher and what the supervisor believes in. P. 210*
- *3. Competencies and performance standards*
- *Pp. 210-211*
- *P. 212 Figure*

Evaluative criteria

- 4. *Performance reviews*
- A. *Comparative reviews: involves comparing teachers of their value to the program.*
- The problem: comparative reviews are highly subjective.
- B. *Absolute methods: supervisors evaluate the performance of an individual by reference to objectively defined standards of performance and not by comparison of others.*

Effective teaching

- Definition:
- The ability of a teacher to produce agreed-upon educational effects in a given situation or context.
- A teacher is more or less effective depending on how much of the academic curriculum is mastered by his or her students.

Criteria for effective teaching

- *Student achievement*
- *Problems: p. 215*

Problems in identifying effective teaching

- Everybody thinks he knows all about teaching and is knowledgeable about it.
- Hence we must go with the results of research.
- Research results about characteristics of good teachers: p. 216

Factors influencing teacher effectiveness

Constraints on excellent lg teaching

- 1. institutional conditions
- 2. students' intention to learn (they must be motivated)
- 3. Teachers themselves: They must be capable of informed teaching (displaying professionalism in their work)

Features of informed teaching

- (1) the teacher has specialized training and experience
- (2) the methodology and materials employed are varied, interesting, and perceived by the learners as relevant
- (3) the teacher maintains a high intention to learn on the part of the learners
- (4) the teacher promotes good relations with the learners and makes special efforts specifically for them
- (5) there are ample opportunities for practicing the target language, in learner-centered and communicative ways; and whenever possible
- (6) teaching and learning are conducted at a high rate of intensity (20 to 25 hours per week).

Personalization and effective teaching

- Personalization variables:
 - 1. percentage of personalized teacher talk;
 - 2. percentage of personalized student talk;
 - 3. percentage of personalized student talk within the whole-class hour
 - 4. percentage of time the teacher prompted or facilitated student response.

Allocated time and engaged time

- To what extent the activity that consumes some time in class can be replaced by any other activities which can be more effective if done within the same time limit (Principle of economics)
- However, since we don't know why teachers make particular choices, we must ask them in post observation conferences to say why they made those choices and then judge them.

Categories of in-service teachers

- 1. beginning teachers (two year or fewer of experience)
- 2. Experience teachers (Three or more years of successful teaching experience).
- 3. Marginal teachers: teachers who need to make improvements (whether beginning or highly experienced).

Teacher decision making and language teacher supervision

- Teacher's in-class decision making:
 - 1. Preactive (before teaching)
 - 2. Online or interactive
- We can get informed of the teacher's decisions if they are articulated in class
- The decisions the teacher makes are only a small portion of all the decisions they make
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To learn about online decision making

- Using stimulated recall procedure:
- Using some tangible reminder of an event observed in class thru field notes, verbatim quotes, audiotapes, etc

Sequential and Hierarchical decisions

- Sequential: When one decision follows another but independent of that
- Hierarchical: when decisions are made to achieve a previous decision
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Other factors in supervising lg teachers

Cont

- Reluctance and resistance to accept change
- Developing a sense of complacency and confidence
- Burnout: The constructs involved in burnout:
- Emotional exhaustion, depersonalization, and reduced personal accomplishment P. 281
- Fulfillment in the workplace: conditions for fulfillment PP. 282-283

Other factors in supervising lg teachers

- Fostering faculty development:
- Helps prevent burnout and promote fulfillment
- Using TRUST (trust, respect, understanding, support, and time)

Teachers' ideas about supervision

- P. 286, Table

Supervisory styles Cont

- 1. Backstage supervisors: Their interaction with teachers occurs before the start of schools, between classes, or after the classes are finished.
- 2. Surly supervisors: do not show respect for teachers, avoid close supervision on instructional work, and overlook instructional errors; teachers feel supervisors do not have time for them

Supervisory styles

- 3. Imperial supervisors: supervise the teachers because they distrust them; do not act friendly; no face to face interactions
- 4. Collaborative supervisors: Highly confident in teachers and frequently interacting with them