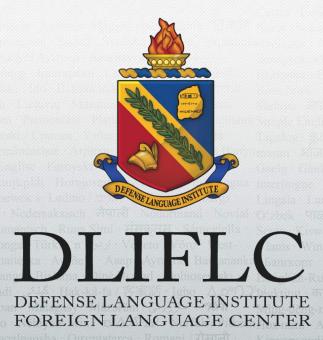# *Empowering teachers: Incorporating teacher reflection into post observation feedback process*

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Empowering teachers

Agenda

- Teachers' perceptions on supervisory observation
- Value of self-reflection for teachers
- Role of teachers' self reflection for supervisor
- Supervisory feedback options
- Teacher's self reflection vs. supervisory feedback: Bridging the gap
- Factors that promote or interfere successful reflection
- Steps for developing tailored feedback strategies

Teachers' perceptions on supervisory observation

- "Students randomly tasked to do a 2-way interpretation for the benefit of the observer…"

- "I wish there is a mechanism by which an observation is mitigated when teachers are transitioning topics or doing review, or substituting for another teacher."

- "I do feel that the result of the observation would probably discourage me from introducing materials of the same various topics type."

- "Would I try the same various topics type of lesson in class? Obviously not, due to the danger that the observation can come anytime while the class is only at the stage of discussing transitional or less direct topics."

- How to make supervisory observation less threatening and become more pleasant learning experience for the instructors?

- The whole process (observation$\rightarrow$ feedback$\rightarrow$ desirable change) should be collaborative meaning making process in which individual teachers' voices are heard.

Value of self reflection for teachers

- Self reflection/assessment is a powerful technique for self improvement.

- Reflection on one's own teaching is the first step to move beyond the level of routinized teaching to bring about a change.

- Teacher's self reflection about their work will bridge the gap between what they actually do in the class and what they need to do professionally.

(Bailey et al. (2001); Richards (1990); Ross & Bruce, 2007)

Role of Teachers' self reflection for supervisor

- Teacher self reflection serves as diagnostic tool for supervisor.
- It enables supervisor to identify the areas for strengths and weaknesses
- It also helps supervisor to calibrate feedback within teacher's 'zone of proximal development (i+1).

- Then, how to elicit teacher reflection after classroom observation?

Supervisory feedback options that would elicit teacher reflection

1. Supervisor written feedback with probing questions (on certain areas of teaching).

2. Solicit teacher additional comments after supervisory feedback

3. Teacher's self reflective report followed by supervisory feedback.

Scope of Activities Observed:			
Student-Centered Activities	Yes	Some	No
(Teacher as Facilitator)	I_____I_____I		
►*Comments:*			
Student Involvement	Yes	Some	No
(In Pairs)	I_____I_____I		
(In Groups)	I_____I_____I		
(with Teacher)	I_____I_____I		
►*Comments:*			
Meaningful Tasks with Product	Yes	Some	No
	I_____I_____I		
►*Comments:*			
Performance FLOs	Yes	Some	No
	I_____I_____I		
►*Comments:*			
Skill Integration	☐Speaking	☐Listening ☐Reading	☐ Writing
►*Comments:*			

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Feedback (error correction, style)	Yes	Some	No
	|_____|_____|	

►*Comments:*

Time Management	Yes	Some	No
	|_____|_____|	

►*Comments:*

Overall Class Effectiveness	Yes	Some	No
	|_____|_____|	

►*Comments (Please put your comments below)*

What went well?

What should have done differently?

- What types of teacher reflection would each of the feedback options generate?

What types of teacher reflection would each of the feedback options generate?

Feedback option 1. Supervisor written feedback with probing questions (on certain areas of teaching).

•Teacher clarified some aspects of teaching in question.

•Demonstrated a lack of understanding/ideas on particular area(s) of teaching

•Instead of answering the questions, justified their instructional decision.

Examples

Supervisor: "Any suggestions on how to help students practice vocabulary in chunks and in context?"

Teacher: "I will not change the activities that we had since it was the most effective way for them to retain the vocabulary words and it was the feedback given to me by the whole class… In our class, it is how they learn best and so far, it is very effective to them"

What types of teacher reflection would each of the feedback options generate?

Feedback option 2: Solicit teacher additional comments after supervisory feedback

•Tended to respond to only the parts that they disagreed with.

•Many teacher didn't provide any additional comments.

What types of teacher reflection would each of the feedback options generate?

Feedback option 3: Solicit teacher feedback/ reflection before supervisory feedback

• Some obvious conceptual gaps between supervisor and teachers on certain performance criteria were observed

e.g.) 'meaningful tasks,' 'student-centered

activities,' 'performance FLOs'

Examples

Meaningful task

Teacher: Student practices pronunciation of new vocabulary.

Supervisor: there was no task

Student-centered activity

Teacher: Teacher prompts, give students direction on the activity, students did activities and followed very well.

Supervisor: Teacher-centered. Teacher controlled turn taking and classroom procedures.

Teacher's self reflection vs. supervisory feedback: Bridging the gap

	Known to teachers	**Unknown to teachers**
Known to supervisor	Open Self	Blind Self
Unknown to supervisors	Secret Self	Hidden Self

Luft & Ingram (1969*)*

*Change will occur when both supervisor and teacher identify each other's **blind self and secret self** and work on bridging the perceptional gap.*

Teacher's self reflection vs. supervisory feedback: Bridging the gap

	Known to teachers	Unknown to teachers
Known to supervisor	• The supervisor asks a teacher to add one more step after the last activity, and the teacher responds " Oh, this is what I was about to say!"	
Unknown to supervisors		N/A

Teacher's self reflection vs. supervisory feedback: Bridging the gap

	Known to teachers	Unknown to teachers
Known to supervisor	• The supervisor asks a teacher to add one more step after the last activity, and the teacher responds " Oh, this is what I was about to say!"	• Teacher claims that he/she implemented task-based activities but in fact didn't. • Teacher used 100% English but he/she claims that he used a moderate amount of target language.
Unknown to supervisors		**N/A**

Teacher's self reflection vs. supervisory feedback: Bridging the gap

	Known to teachers	**Unknown to teachers**
Known to supervisor	• The supervisor asks a teacher to add one more step after the last activity, and the teacher responds " Oh, this is what I was about to say!"	• Teacher claims that he/she implemented task-based activities but in fact didn't. • Teacher used 100% English but he/she claims that he used a moderate amount of target language.
Unknown to supervisors	• Teacher disagrees with supervisor's feedback and provides his/her own rationale to use certain methods in teaching. • Teacher covered a certain topic that was not in the schedule for reasons.	**N/A**

Question

- How to reconcile or bridge the gap between what teachers perceive and what supervisor observes on the particular areas of teaching?

What promotes successful teacher reflection?

• Teachers' open-mindedness and willingness to learn from others

• Teachers' accurate knowledge/understanding of assessment criteria through training.

What interferes successful teacher reflection?

- Methods of feedback
- Teacher's incorrect or incomplete knowledge/ understanding of assessment rubrics
- Teachers own belief that contradicts institutional expectations.
- Teachers' reluctance to try new or different things

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Steps for developing tailored feedback strategies

Teachers

- Understand criteria for teaching via personal beliefs.
- Self assessment based on credible rubrics
- Dissatisfaction with present performance
- Access to instructional alternatives
- Trials-errors until being confident to implement new instructional methods

Supervisor

- Share observation criteria with teachers and explain each of the criteria.
- Ensure objective ratings of performance
- Understand institutional goals.
- Offer trainings, have them learn from others through peer observation or co-teaching practice
- Positive, consistent feedback/reinforcement

A wrap-up

- Any questions?

- Thank you for your participation.