

Teacher Development: Another Path to Proficiency.

By

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FACT

- Current educational momentum is driven by an overriding concern with student achievement and what promotes it: Motivation, learner development, SLA, learning styles, diagnostic, immersion, andragogy, feedback, assessment and so on and so forthThe role of the teacher in student achievement, however, is crucial.



Literature

- Students will benefit when teachers acquire competencies and good teaching behavior over their career (Fenstermacher & Berliner, 1985).
- Professional development is more effective in changing teachers' practice (at least as self-reported) when it is of longer duration (Porter et al., 2000; Supovitz & Turner, 2000).



Literature

- Timperly, Wilson, Barrar, and Irene (2007), through their synthesis diagram, showed that students will benefit when teachers acquire competencies and good teaching behavior.
- Development focused on content knowledge contributes to changes in instructional practice (Garet, Porter, Desimone, Birman, & Yoon, 2001).



Literature

- (Joyce & Showers, 1995; Stein, Smith, & Silver, 1999) found a direct and positive correlation between the number of hours teachers participated in professional development activity and the amount and type of change related to the topic of the professional development they demonstrated in the following year.



DLI: A contender of Professional Development

- Leadership/Management workshop
- OPI training
- DA training
- Instructor Certification Workshop/
Recertification
- Teaching methodology training
- Assessment methodologies training



DLI: A contender of Professional Development

- Technology training
- Administrative/Ethics, conduct...
- Online training Courses in a local/online university sponsored by DLI
- Courses in a local/online university sponsored by DLI (SF182)
- Conference attendance (O/CONUS)
- Conference presentation (O/CONUS)
- Army e-learning portal (ALMS)



CE: Tailored PD

- CE Directorate has an Academic Support Center (ASC) that tailors professional development to the need of various LTDs and programs. This bottom-up approach is usually based on a needs analysis followed by negotiations between the LTD and the ASC specialists regarding the most efficient and suitable agenda.



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Professional Development and classroom Effectiveness

Case Study:

Hurlburt Field. LTD



Hurlburt Field, LTD at glance

- Hurlburt Field (HF) is a Language Training Detachment within Field Support Division and is comprised of 13 teachers, an Academic specialist under the leadership of Mr. Slassi. MSA (including Egyptian and Iraqi), French, Spanish, Dari, Indonesian, Russian, Polish, and Brazilian-Portuguese are the main languages being taught at HF. The LTD augments as needed via DLI-W and/or AF contracts.



Hurlburt Field, LTD at glance

- All the teachers were local hires except one (QB) who was transferred from Monterey and all are diverse in age, gender, length of service, experience and educational background.



Questionnaire

- A questionnaire inquiring about the relationship between PDA (Professional Development Activities) and classroom effectiveness was distributed to 12 team members, 8 have answered all the questions.





Questionnaire

- The questionnaire covers two main areas, which are: (1) Amount and types of Professional Development Activities in FY12. (2) The relationship between Professional Development Activities and classroom instruction.



Questionnaire

- This is a summary of the key points taken from the results of the questionnaire.
It should be noted that the questionnaire was aimed at Hurlburt Field, LTD and thus extrapolating the results for DLI as a whole might be erroneous.
- The sample group was very representative with female and male instructors represented, from different ages, backgrounds and experience as well as length in service.



Continue

- However the sample is **very small** and the results hence should be interpreted with caution. So the data should be taken as an illustration of the **current situation of Hurlburt Field, LTD.**
- 12 questionnaires were delivered electronically to 12 teachers. 12 teachers were present at the submittal period and only 8 returned the questionnaires filled



Amount and Types of Professional Development Activities (PDA)

- This section probed the teachers about the number of separate PDA (professional development activities) they have attended during FY12 as well as the name of the PDAs. **50%** confirmed they have participated in at least **4 PDAs**, 37.50% in 6 PDAs and 12.50% (1 person) in 2. Additionally, 5 out of 8 teachers stated that their participation in PDAs lasted **more than 20 days** with 2 mentioning more than **30 days**. The least amount of days was 5 days.



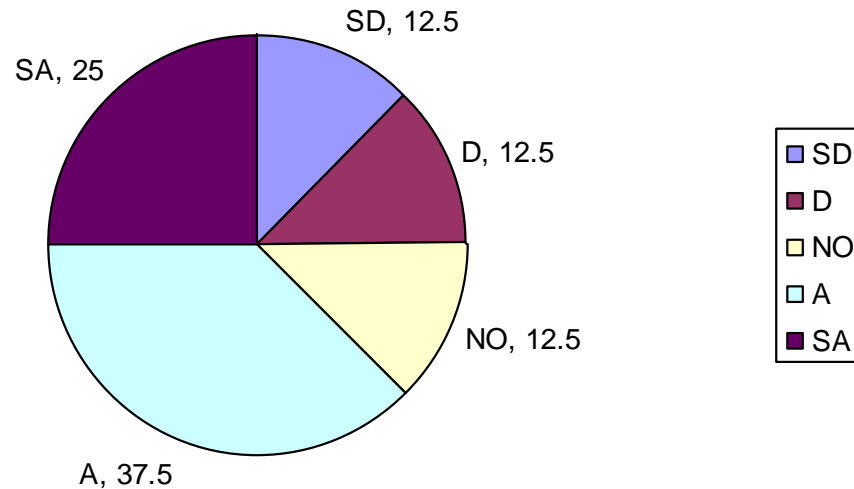
Professional Development and classroom instruction

- This section constitutes the core of my query. 15 questions were developed to investigate the relationship between PDAs and classroom effectiveness. Here are the answers to every question:



Question 1: 37.50% agreement

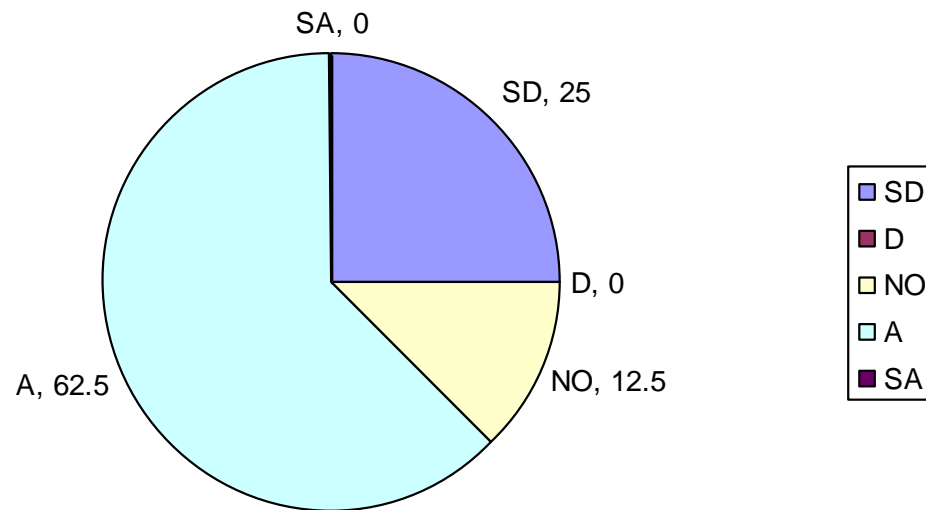
Included Instruction in the use of data and assessments to inform classroom practice.





Question2: 62.50% agreement

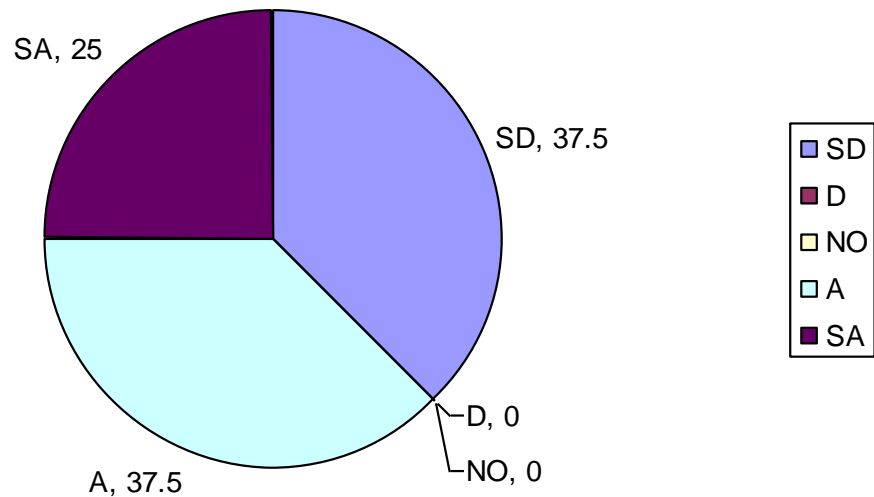
Were an integral part of a DLI-wide development program.





Question3: 37.50% agreement

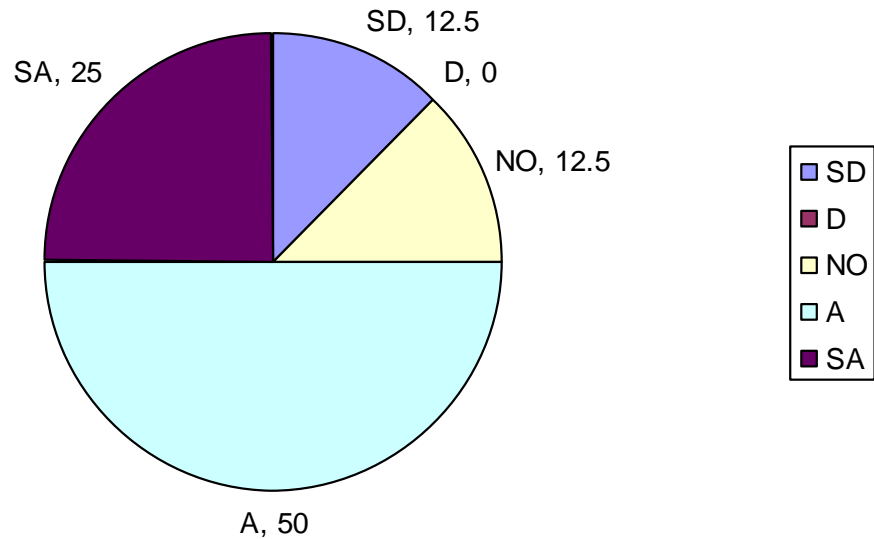
Increased my ability to prepare students to meet
DLPT5 challenges.





Question 4: 50% agreement

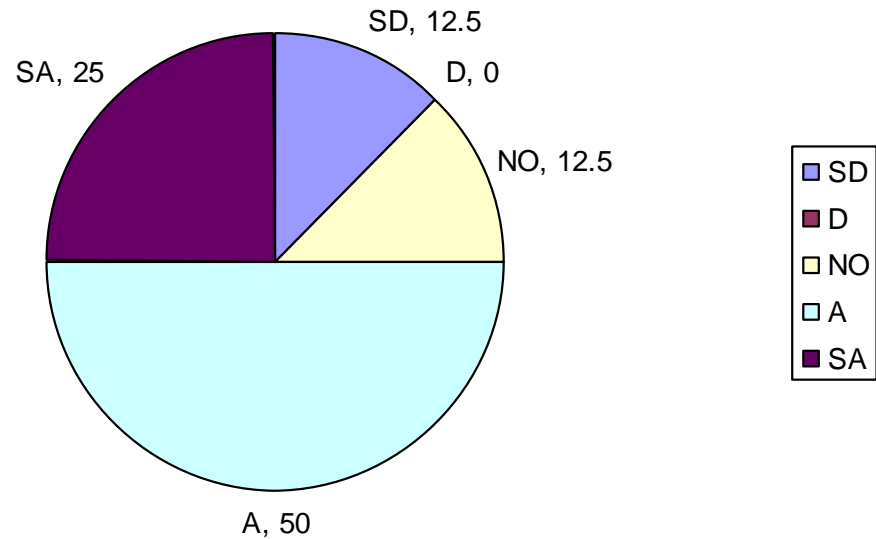
Improved my classroom management skills (time, space....).





Question 5: 50% agreement

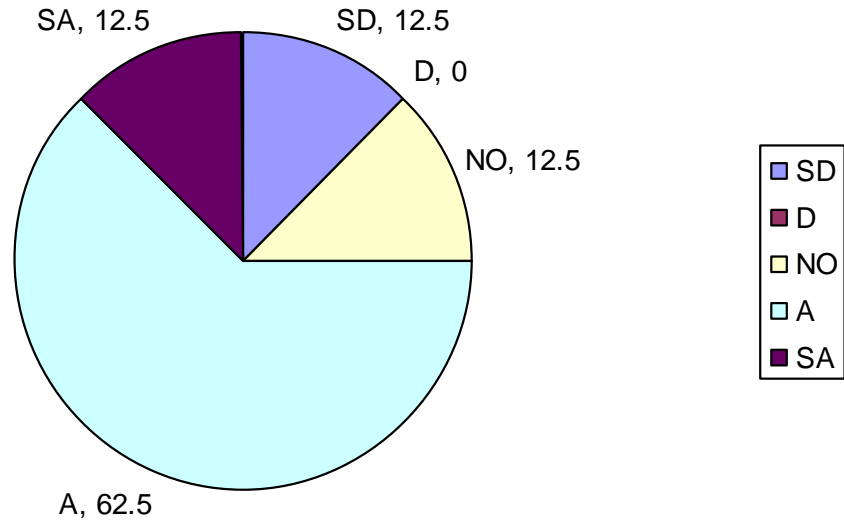
Are likely to have a positive and lasting impact on my classroom instruction.





Question 6: 62.50% agreement

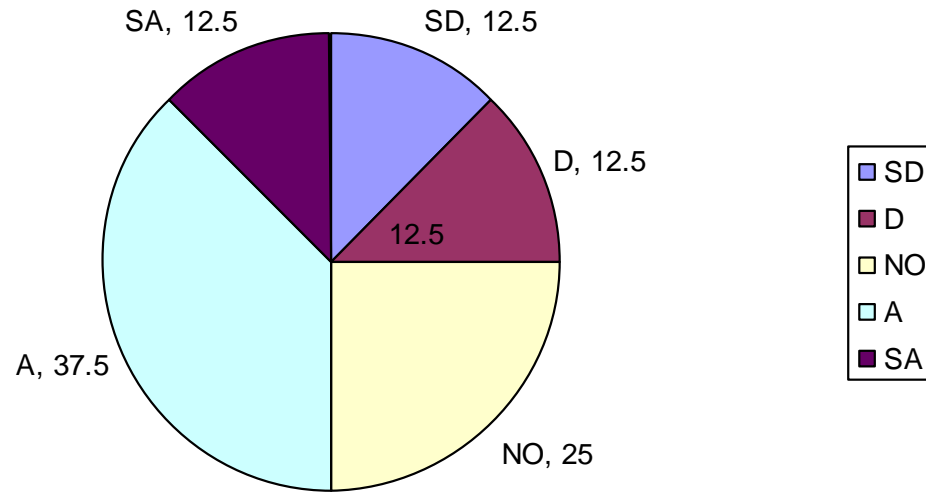
Advanced my understanding of effective instructional strategies .





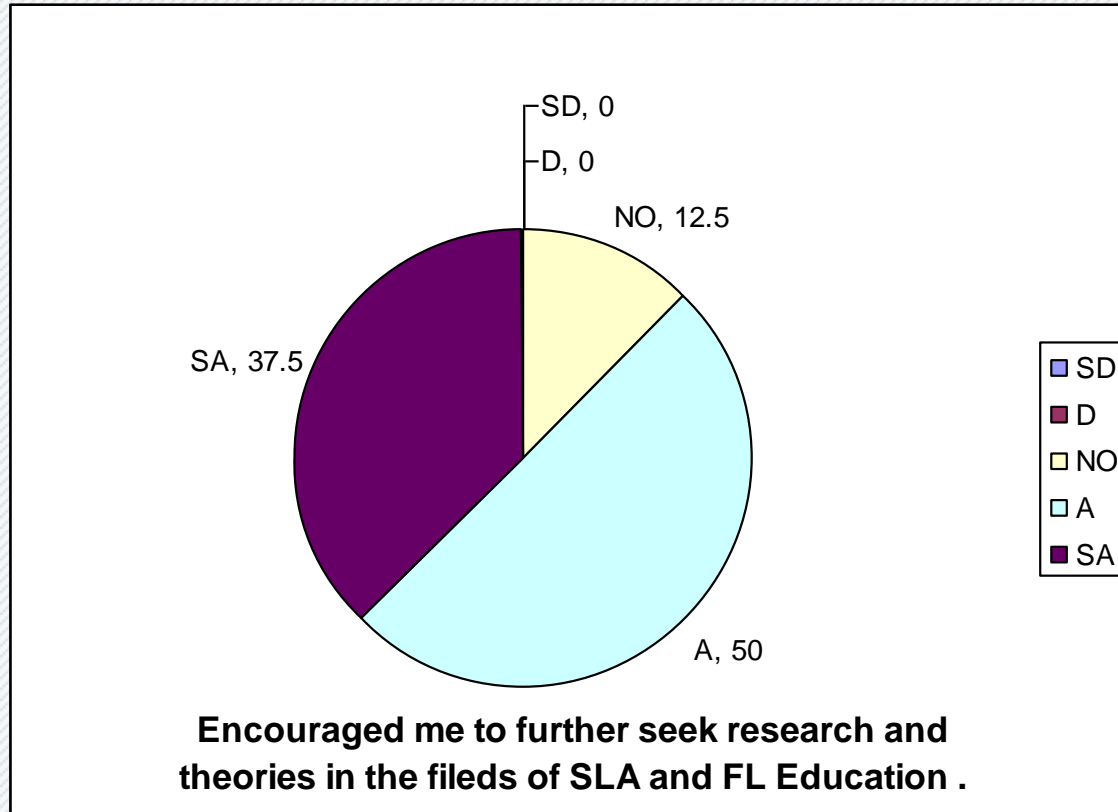
Question7: 37.50% agreement

Were developed with extensive participation of teachers and administrators .





Question 8: 50% agreement

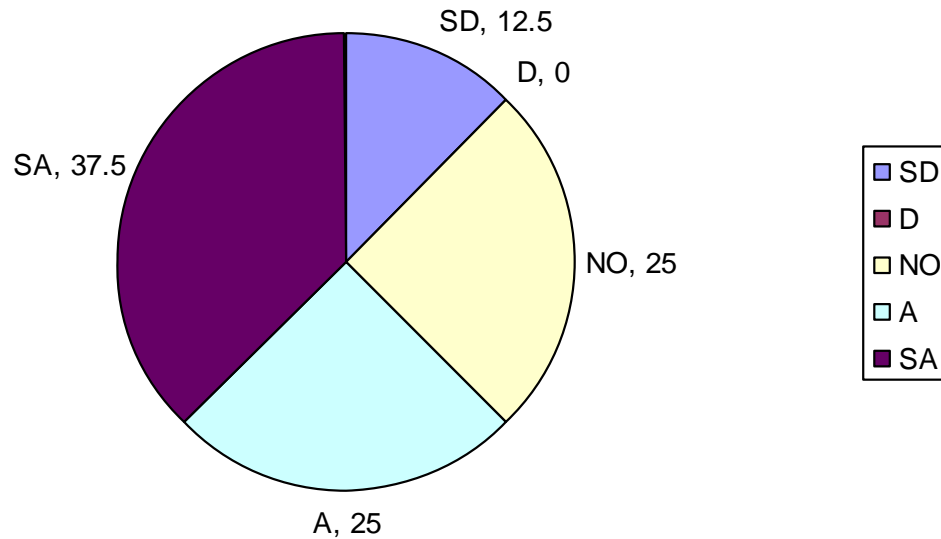




Question 9:

37.50% strong agreement

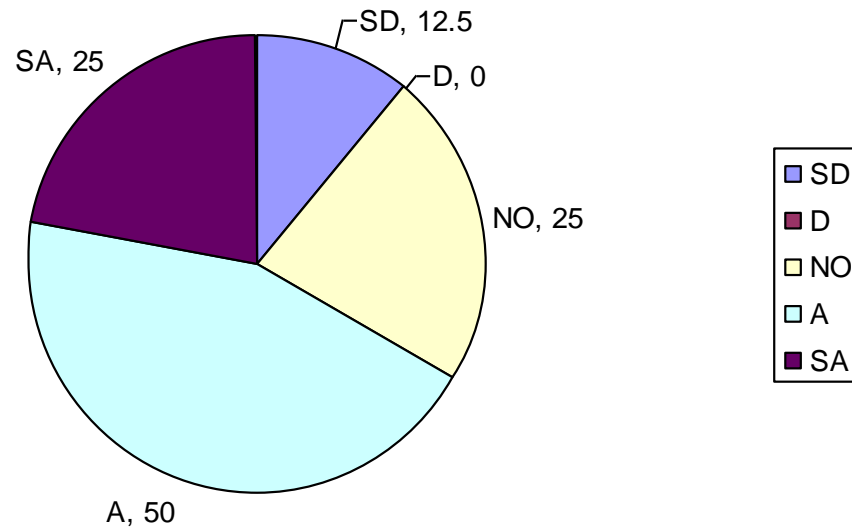
Provided training to help teachers effectively use technology in the classroom to improve instruction and learning .





Question 10: 50% agreement

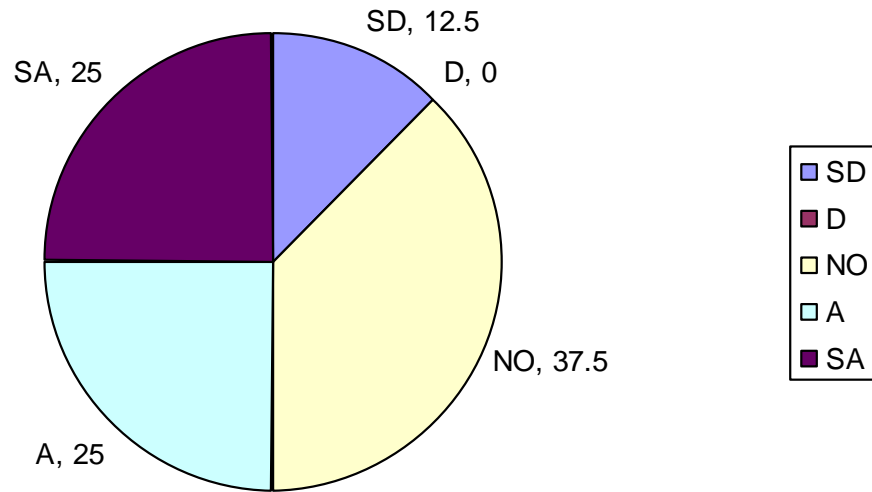
Provided training in methods of teaching .





Question 11: 37.50% no opinion

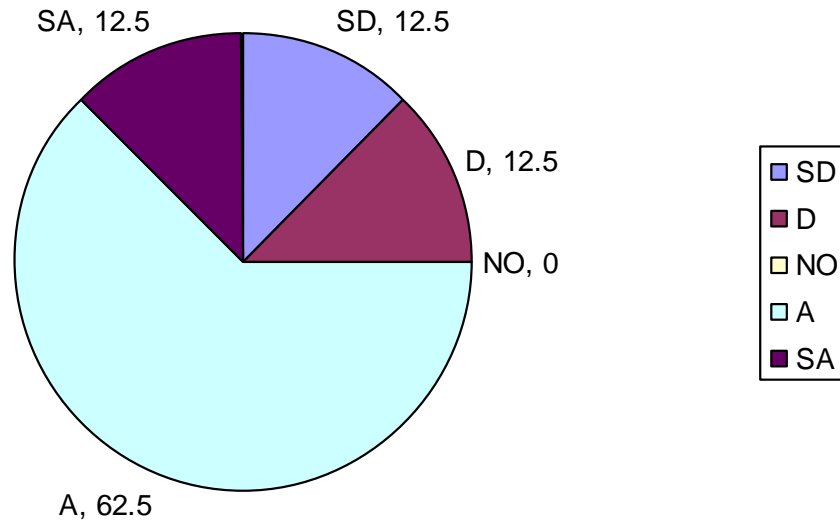
Helped in assessing the strength and weaknesses
of current classroom practices .





Question 12: 62.50% agreement

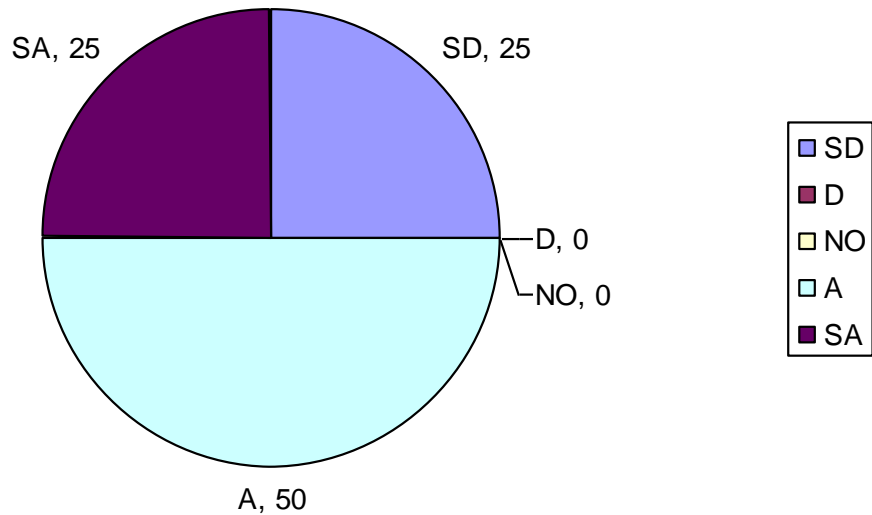
Improved my knowledge of the academic subjects I teach .





Question 13: 50% agreement

Improved my understanding of the learner.





Conclusion

- Literature and the query support the fact that there is a positive correlation between number of PDAs a teacher attend and classroom effectiveness as measured by proficiency tests.
- DLI should carry on with its robust Professional Development program.