

# REPORT DOCUMENTATION PAGE

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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

Presented by:

**Dr. Jenn Lindberg McGinnis**

Co-Authors and Contributors:

**Ms. Elisabeth Gnida**

**Ms. Lindsey Jerals**

**Ms. Caitlin Nugent**

**Dr. Eric A. Surface**

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Slide 1

Prepared by:

**SWA Consulting Inc.**

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jmcginnis@swa-consulting.com



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# INTRODUCTION AND OBJECTIVES

# Facilitator Introduction



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

# Session Objectives



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- 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



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# 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?



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

# Why is Supervision Important?



Effective  
Supervision

Instructor  
Development

Improved  
Classroom  
Performance

Increased  
Student  
Learning  
Outcomes



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# 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.



- 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

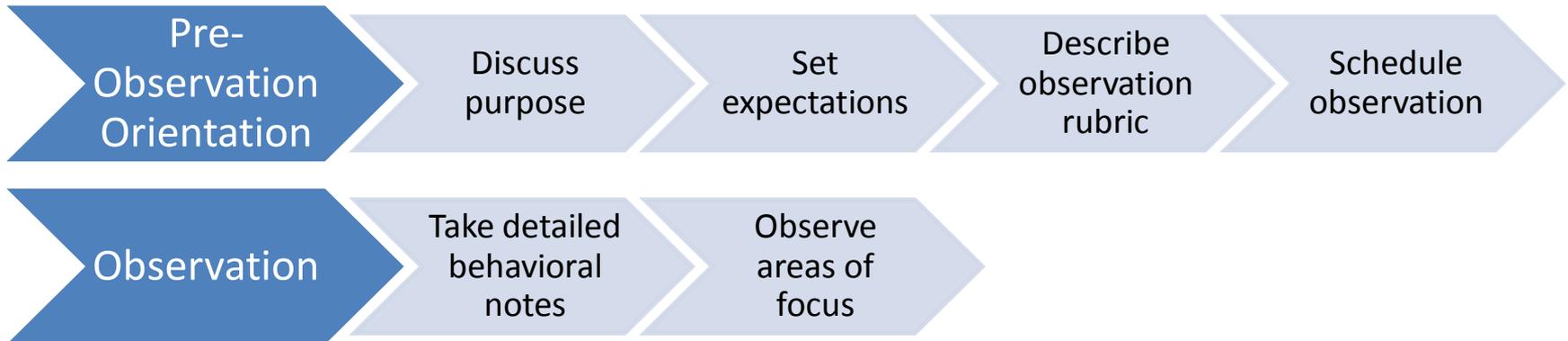


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Pre-Observation  
Orientation

Observation

# Observation Process Guidelines





## 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

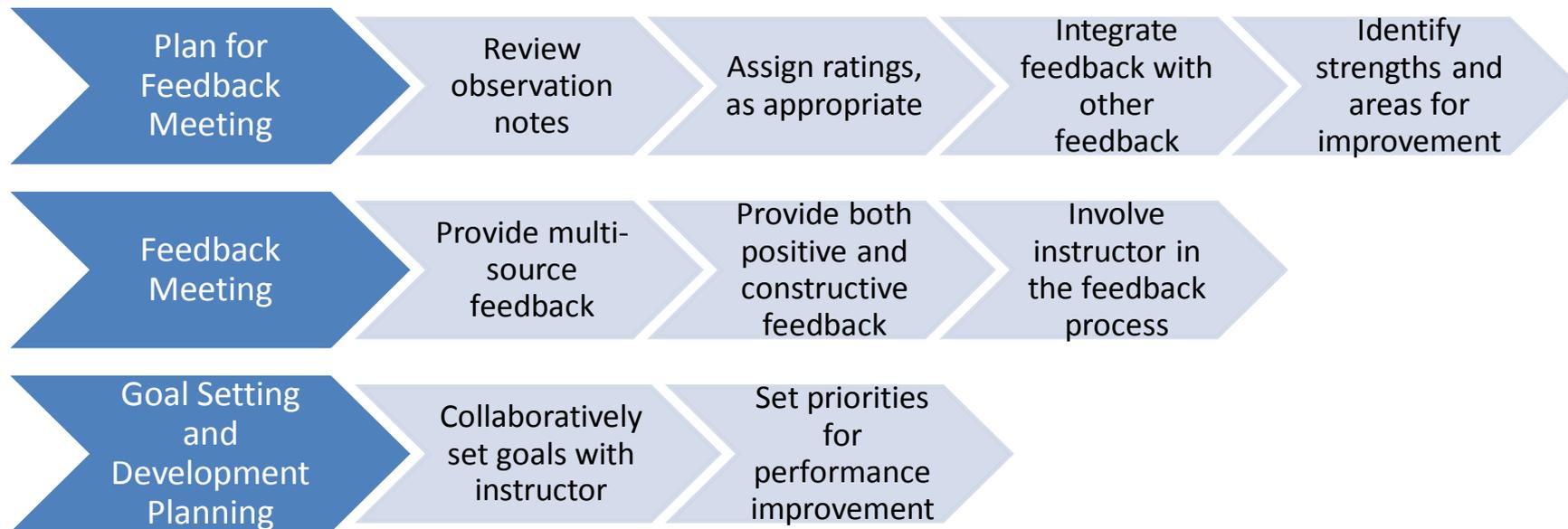


Plan for  
Feedback  
Meeting

Feedback  
Meeting

Goal Setting  
and  
Development  
Planning

# Feedback Process Guidelines





## 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”

# Feedback Techniques



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

# General Feedback Delivery Strategies



- 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



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- 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



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- 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)

# Development Planning



- 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

# SWA Consulting Inc.

311 S. Harrington St.  
Suite 200  
Raleigh, NC 27603

919-480-2770

<http://www.swa-consulting.com>  
[jmcginnis@swa-consulting.com](mailto:jmcginnis@swa-consulting.com)