

Session 12

How Can Teachers Continue to Improve Teaching Effectiveness Through Professional Development?

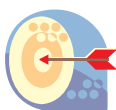


Introduction

Most people are not born with innate teaching skills. Teaching skills can be learned and steadily improved. This training from DBE3 has helped you to further develop your effectiveness as a classroom teacher but it has only started you on the path. There are other ways that you can do independently to continue to improve and become an alert and effective teacher. This is called Professional Development. The Government of Indonesia recognizes that continued professional development is very important for teachers and has made it a requirement for certification.

One way for teachers to continue to develop teaching effectiveness is through constant self assessment or reflection. This can be done through journals, portfolios or research logs. However, it is not always easy to self assess one's own abilities and all people benefit from a colleagues input to help them recognize their strengths and identify areas for improvement. Another way to improve is periodic assessment of teaching performance. This can be done either through an evaluation of your teaching in the classroom by a mentor or through a technique called microteaching in which small groups of teachers practice developing and implementing classroom activities whilst colleagues observe and provide feedback. Mentoring or one teacher facilitating the learning of another teacher can aid professional development as can participation in professional organizations, communicating with other teachers and continued in-service training and study.

This session will briefly examine some of the foremost methods of continued professional development for teachers but will focus in detail on micro teaching.



Objectives and Learning Outcomes

The purpose of this session is to support participants to think about how they can continue their professional development to improve their effectiveness as a classroom teacher beyond

this training. This session will support participants to further develop all core competencies covered in previous sessions in the module. In addition, this session will support participants to further develop core competency 10 “conduct the reflective acts for the improvement of the quality of teaching and learning” and core competency 23 “continue professional development by becoming reflective” and core competency 19 specifically 19.1 “Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality. Assessment of teachers’ performance through microteaching will be the main focus of the session and participants will prepare, plan and implement a focused teaching and learning activities. By the end of this session participants will be able to

- List different ways teachers can to improve as an effective classroom teacher
- Reflect on their own performance as a teacher and identify their strengths
- Identify the competencies they need to improve to become a better teacher
- Provide full and constructive feedback to colleagues
- Explain what action they will take to continue improving as a teacher



Key Questions

- What are some of the key ways you can use to understand to continue your professional development?
- What do you perceive as your strength as a teacher?
- What do your colleagues perceive as your strengths as a teacher?
- What core competencies do you need to continue to develop to become a better teacher?
- What suggestions do your colleagues have for how your performance as a teacher might be improved?
- What will you do following training on the module to become a better teacher



Notes for the Facilitator

- The best way to implement micro teaching is to make it as real as possible. Try to work with a local school to arrange some time for participants to practice in the classroom with students or for some students to come to the training venue.
- If you are unable to arrange this and plan to complete the micro teaching activity in the training venue then the participants can act as students. However, adults have a tendency to become very child like when taking on the role of students in micro-teaching so ensure you ask them behave appropriately as youth in a classroom



Resources

- Handout 12.1, 12.2 and 12.3



Time

This session needs a minimum of 270 minutes to complete. As follows:

- 105 minutes for Introduction, Connection and Application (1)
- 165 minutes for Application (2) Reflection and Extension



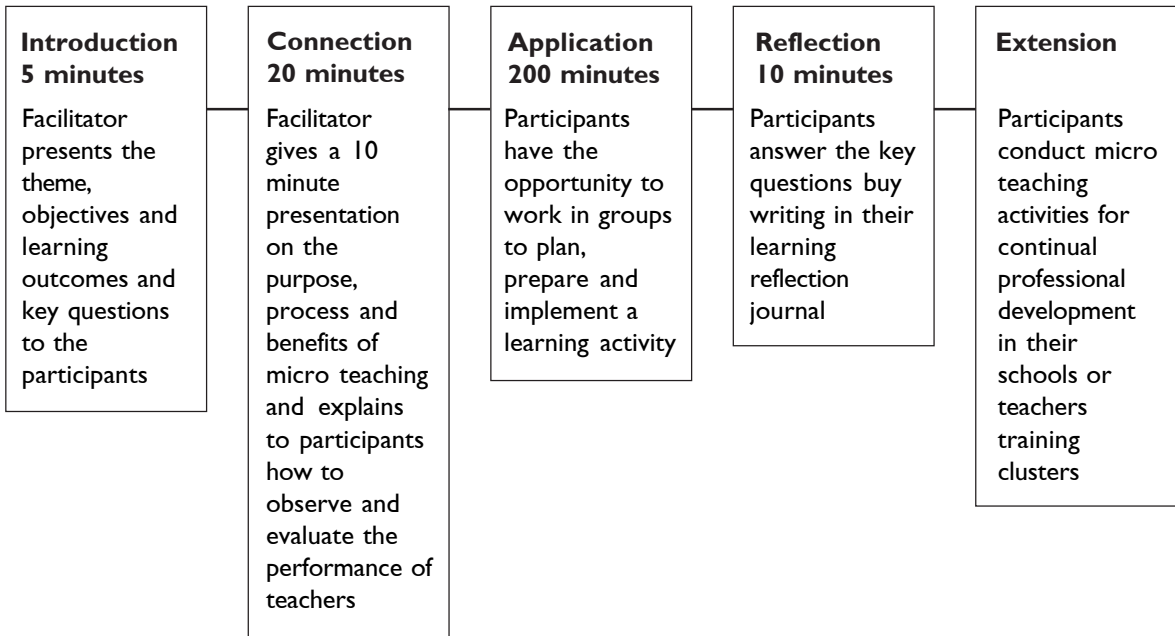
ICT

The use of ICT to support this session is optional and will depend on what equipment you have available. Some possibilities are:

- LCD and Laptop for presentations
- A video camera to tape participant's micro teaching activities.



Session Summary



Energizer

The following energizer is linked to the theme of the session. This energizer will help participants to review some of the key learning from the workshop. You should use this at the beginning of the session to both energize the participants and introduce the key themes of the session. This energizer will take a maximum of 10 minutes to complete. You will need a paper ball which can be made from newspaper. Tell participants that the ball will be thrown in random order to different participants. As they receive the ball the participant should make a statement about something they have learned from the training about planning and implementing better teaching and learning which integrates life skills (including ICT).



Detailed Steps for Activities



Introduction (5 minutes)

- (1) Use the notes in the introduction to the session above to provide a brief background to the issue being addressed in this session.
- (2) Explain the objective and learning outcomes of the session and introduce the key questions. Explain to participants that they will need to be able to answer the key questions at the end of the session.
- (3) Ensure that participants know how following this session will help them to some of the core competencies required of teachers and which ones. Ask participants to read through core competencies 10, 23 and 19



Connection (40 minutes)

- (1) Brainstorm with participant's different ways in which teachers can continue their professional development. Facilitators notes 1 provides some suggestions



Facilitators Notes

- Professional Development through Reflection and Self Assessment
- Professional Development through Mentoring
- Professional Development through In-service training and study
- Professional Development through participating in professional organizations
- Professional Development through working with other teachers
- Professional Development through microteaching

- (2) Give participants handout 12.1 and ask them to briefly read through. Explain to participants that this session will focus on the last method of professional development – microteaching. Ask participants what they understand about microteaching. Use facilitators notes 2 below to prepare and deliver a brief presentation on micro teaching for participants



Facilitators Notes

What is Micro Teaching?

2

Micro-teaching is a like a laboratory in which teachers can practice developing and implementing scaled down teaching and learning activities whilst colleagues observe. An evaluation and discussion follows in which all participants have the opportunity to provide feedback and suggestions.

What are the benefits of micro training?

Micro teaching takes places in a ‘safe’ environment. It is a simulation of a lesson and is not a “real” lesson with “real” students in “real” time. It can help teachers focus on improving specific teaching and learning behaviors. Teachers learn from reflecting on their performance, the feedback provided from on their teaching from others, from observing others and from the conversations that follow. Teachers often leave micro teaching with a clearer and more positive sense of their skills in planning and implementing better teaching and learning, their strengths, their assumptions and a deeper appreciation and respect for the variety of teaching and learning methods and strategies of colleagues. A video taped microteaching allows teachers to see themselves in action to self evaluation and diagnosis.

What is the process of microteaching?

1. Groups/Individuals prepare a scaled down teaching and learning activity with a limited objective and which focuses on the use of one or several strategies.
2. Groups/Individuals will then be put into pairs. Groups/Individuals should exchange lesson plans. Each has 15 – 20 minutes to teach the activity they have planned to a few (8–10) of their peers.
3. During this time, the other group will observe the lesson and complete an assessment of the teaching using the format provided
4. Groups will then swap roles with the first group observing and the second group teaching
5. Immediately following the teaching activity there will be an evaluation of the activity based on the assessment. The group who presented their activity will have the first opportunity to comment on their teaching. The observers can then comment and give feedback. Groups should focus their comments on the results of the assessment format and follow the code of conduct for giving and receiving feedback
6. Following the discussion groups should exchange assessment formats

How to prepare the scaled down activity

1. Prepare and carry out a 15 – 20 minute lesson.

2. Identify one concept/competency and develop an activity that leads students towards understanding that concept/competency
3. Identify one or two teaching strategies that you will focus on in the activity. Choose something you have learned during the training
4. Within the 20 minutes your lesson must include teacher talk and a hands on activity for the students
5. Complete a written plan. You can use formats you are familiar with from your school or any from the DBE3 training

How to evaluate the micro teaching activity

1. The evaluation should be based on the quality of the teachers preparation and lesson implementation, the quality of student involvement, whether the instructional objective was achieved and the appropriateness of the lesson
2. To focus the evaluation observers and evaluators must use the Format for Assessing Lesson Implementation from the Guidelines for Developing a Profession Portfolio (MONE 2007) Give participants handout 12.2
3. The assessment format includes a list of 24 indicators which illustrates the competencies and actions that teachers are expected to demonstrate during the teaching and learning process in the classroom. For example, teachers must “*utilize learning tools effectively and efficiently*” (Indicator 13) “*stimulate student’s happiness and enthusiasm in learning*” (indicator 18) and “*stimulates active participation of the student in the learning process*” (indicator 16).
4. For each indicator there is a range of scores of 1-5 which mean 1= very bad, 2= bad 3 = not good enough, 4 = good and 5 = very good. For each indicator, the assessor must decide which score to give.
5. The assessor must have reasons for the score they give and must be prepared to explain these to the teacher.

- (3) Explain to participants that they must follow a code of when commenting on other peoples “performance” and will be assessed on whether they do or not. Give participants handout 12.3 and ask them to read through
- (4) Give participants some time to ask any questions they have about micro teaching and give answers.



Application (1) (60 minutes)

- (1) Divide participants into groups. Give each group approximately 60 minutes to finalize their lesson plan started in session 11 and prepare all resources for their micro-teaching activity.



Facilitators Notes

As participants prepare their activity you should move around the room and support them in developing the activity and in thinking about whether they have remembered all the learning from the workshop.

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Application (2) (60 minutes)

- (1) After 60 minutes stop all participants and then complete the micro teaching activity following the process described in facilitators notes 1. Your role during this is described in facilitator's notes 3.



Facilitators Notes

As participants present their activity you should also complete an assessment format (handout 12.2) for each lesson and share your comments during the discussion. During the discussion you need to ensure that participants confine their comments to the lesson assessment format and follow the code of conduct.

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- (2) Explain to participants that DBE3 trainers will visit participants in their schools during follow up visits to assess how they are doing and provide them on – going support



Reflection (10 minutes)

- (1) Look again at the overarching questions introduced at the beginning of the session. Ask participants to reflect on the session and write their individual answers to the questions in their learning reflection journal.
- (2) Ask participants to explain what they consider to be the key message of the session. Write some of their ideas on flipchart/power point or board then provide the key message (see below). Give participants some time to write the key messages in their learning reflection journal.
- (3) Give participants the extension activity (below).



Facilitators Notes

If you have made a video recording of the micro – teaching activities, have time at the end of the session and participants are interested you can play back some of the recording during the reflection section.

5



Key Message

Throughout your teaching career teachers need to continue improving your knowledge and skills in all aspects of teaching and learning. Teachers need to be proactive in finding ways to develop as professionals. One effective way to improve as a classroom teacher is to have teaching performance assessed, teachers can assess their own performance through reflection and self assessment or colleagues can assess teachers through observation and providing feedback through micro teaching or daily lessons. Engage in professional development activities so that you can be the very best teacher you can be. The nation of Indonesia and its youth need you.



Extension

Tell participants that now they understand the purpose, process and benefits of micro teaching activities, they should use it as a professional development activity in their school, MGMP or teacher training cluster using the assessment format provided and the code of conduct for giving and receiving feedback. This will continue to help them prepare for certification.

Portfolio activity: Participants can ask their head teacher or supervisor to simulate the assessment for the portfolio and observe a lesson, complete the assessment format and provide some feedback on how to improve.



Handout for Participants 12.1

How to Continue Professional Development²⁵

Professional Development through Reflection and Self Assessment

One useful way of continuing professional development is to self assess and to reflect on your teaching. One way you can do this is to maintain a professional journal. You can continue the Learning Reflection Journal you have started during the DBE3 training. Another way to self assess is to maintain a professional portfolio. You can continue to maintain the portfolio you started during the DBE3 training to help you on the path to certification. Some teachers keep up research logs as a way of recording questions and ideas that comes up during a busy day. The research log strategy can be of great benefit to teachers in actively researching and improving their classroom work.

As recognized by the Government of Indonesia, reflection is a key component of the professional development processes. Look at the following table.

Core Competency	
10. Conduct the reflective acts for the improvement of learning quality.	1.1 Conduct reflection on the performed learning. 1.2 Utilize the reflection's result to repair and develop learning in supported subjects. 1.3 Conduct the research on class actions to improve the learning quality in supported subjects.
23 Develop the professionalism in continuously by conducting a reflective action.	23.1 Conduct a reflection on his/her work performance continuously. 23.2 Utilize the reflection result in order to improve professionalism. 23.3 Conduct research on class actions to improve professionalism. 23.4 Follow the advanced era by learning from many resources.

²⁵ Adapted from Kellough, RD and Kellough, G (1999) Secondary School Teaching: A Guide to Methods and Resources

Professional Development through Mentoring

Mentoring is when one teacher facilitates the learning of another. A mentor teacher is selected by another teacher or volunteers formally or informally. The mentor observes and coaches the teacher to help them improve their teaching. Sometimes it might be that the teacher wants to learn a new skill. At other times the teacher being coached might remain with the mentor for a whole school year developing and improving skills or learning how to teach a new academic program. In some countries new teachers are automatically assigned to mentor teachers for their first year as part of a program of induction. As part of the DBE3 training, DBE3 trainers will be allocated to mentor

Professional Development through In-Service Training and Study

In service teachers training programs are often on offer, maybe at the school level, the district or provincial level and the national level, by many agencies, universities and colleges. In service training programs are often designed for specific purposes to train teachers in new skills and update their knowledge in content and introduce them to new teaching materials and programs. Teachers should find out what in service courses are available and apply to the ones that interest them and meet their needs. Investigate what courses the P4TK, LPTK and Universities in your areas are offering and how you can join. Further graduate study is another way of continuing your professional development.

Professional Development through participating in Professional Organizations

There are many professional organizations that teachers can join to continue their professional development. At local level these include the MGMP where at National level this includes subject associations, such as the Mathematics association. Local and national organizations will have meetings that might include guest speakers, workshops or displays. Meetings of teachers can be educational, enriching and fulfilling for those that attend. Find out the local and national professional organizations exist for teachers and think about joining.

Professional Development through Working with Other Teachers

Visiting teachers at other schools, attending in-service workshops, attending seminars and programs, participating in teachers groups, talking to other teachers in your school, communicating with other teachers by phone, SMS or e-mail are all valuable experiences and can foster professional development. If for no other reason than have the opportunity to talk and share with other teachers. These discussions include the sharing of ideas, practices, materials, programs, resources and techniques that work. As recognized by the Government of Indonesia, communicating with other teachers are important components of the professional development processes. Look at the following table.

Core Competency	
17: Communicate in effective way, emphatic, and well mannered with other educator, education people, parents, and the community.	17.1 Communicate with colleague and other scientific community in good manner, emphatic, and effectively
19: Communicate with his/her profession community and other profession orally and in writing or other forms.	19.1 Communicate with the colleague, scientific profession, and other scientific community through various media in order to enhance the learning quality.19.2 Communicate the learning innovation result to his/her profession community in orally and writing or other forms.



Handout for Participants 12.2

TEACHER CERTIFICATION INSTRUMENT: ASSESSMENT ON THE LESSON PLAN'S IMPLEMENTATION (*MONE 2007: Guidelines for Developing a Portfolio*)

By

The School Principal and Supervisor

PARTICIPANT IDENTITY

1. Name (complete with the academic title) : _____
2. Participant Number : _____
3. NIP/NIK (number of employment) : _____
4. Level/Classin : _____
5. Gender : L/P*) _____
6. Place, Date of Birth : _____
7. Recent Education : _____
8. Teaching Certificate (Akta) : Have/Do not Have* _____
9. School of duty : _____
 - 1) Name : _____
 - 2) School Address : _____

 - 3) Sub district : _____
 - 4) District/ City : _____
 - 6) School Phone Number : _____
 - 7) Email Address : _____
 - 8) School's Statistic Number : _____
10. Subject/ Teacher of Class : _____
11. Teaching Load in a Week : _____ Hours

ASSESSMENT FORMAT

Instruction

Please give scores on these lesson plan implementation points by giving a circle on the numbers in the score column (1, 2, 3, 4, 5) according to the following criteria.

- 1 = very bad
- 2 = bad
- 3 = not good enough
- 4 = good
- 5 = very good

NO	INDICATORS/OBSERVABLE ASPECTS	SCORE
I	PRE LEARNING PROCESS	
1.	Checking student readiness	1 2 3 4 5
2.	Conducting apperception activity	1 2 3 4 5
II	MAIN ACTIVITY	
A.	Mastering the Lesson Topics	
3.	Shows the lesson topic mastery	1 2 3 4 5
4.	Relates the topic with other relevant science	1 2 3 4 5
5.	Clearly present the topic according to the learning hierarchy	1 2 3 4 5
6.	Relate the topic to the real life	1 2 3 4 5
B.	Learning Approach/Strategy	
7.	Conduct learning according to the targeted competency (objective)	1 2 3 4 5
8.	Conduct learning in order	1 2 3 4 5
9.	Control the class	1 2 3 4 5
10.	Conduct the contextual learning	1 2 3 4 5
11.	Conduct learning that enable the growth of positive habit	1 2 3 4 5
12.	Conduct learning according to the planned time allocation	1 2 3 4 5
C.	The Usage if Learning Resources/Tools	
13.	Utilize the tools effectively and efficiently	1 2 3 4 5
14.	Create interesting message	1 2 3 4 5
15.	Involve student in the usage of tools	1 2 3 4 5

D.	Learning that motivates and cares about the student involvement	
16.	Stimulates active participation of the student in the learning process	1 2 3 4 5
17.	Shows open attitude to the student response	1 2 3 4 5
18.	Stimulates student's happiness and enthusiasm in learning	1 2 3 4 5
NO	INDICATORS/OBSERVABLE ASPECTS	SCORE
E.	The assessment on the learning process and result	
19.	Monitor the learning progress during the process	1 2 3 4 5
20.	Conduct the final assessment according to the competency (objective)	1 2 3 4 5
F.	The usage of Language	
21.	Utilize the verbal and writing language clearly, well, and correctly	1 2 3 4 5
22.	Present the message in appropriate style	1 2 3 4 5
III	Closing	
23.	Conduct reflection or generate summary by involving student	1 2 3 4 5
24.	Conduct the follow up by giving direction, or activity, or assignment as part of remedy/provisioning	1 2 3 4 5
	Total Score	

Total Score

.....,

Assessor,

(.....)

NIP/NIK



Handout for Participants 12.3

Code of Conduct for Giving and Receiving Feedback

Start your reactions with “I” and not “You”

You do not know how people will react so make it personal to you and not them.

- ✓ I appreciated the way that you explained the activity because.....
- ✓ I liked the activity, it was interesting because.....
- X You made me confused when you said

Feedback should be descriptive and specific

- X I liked your introduction (It is nice to know that someone liked the introduction but it does not tell you much does it?)
- ✓ I liked the diagram that you used because it helped me to understand more about the model of learning

Focus on design and facilitation of the activity and not the person

- ✓ I felt that the expectations were too high
- ✓ I was not able to understand the instructions
- X Your writing is not good

First focus on presentation behavior and not personality characteristics

- ✓ I would like to have more eye contact
- X It is clear you are not interested in us as you never look at us

Limit comments on behavior to those that are changeable

- ✓ I became a bit distracted when you waved your arms around
- X You stutter and I could not understand

Be careful with advice

- X This is what I would do
- ✓ Perhaps one alternative might be to.....

Avoid Generalizations, be specific

- X I never felt you knew the content very well
- ✓ I felt that you did not know the content very well when I saw you reading from the book

Provide Positive and Negative Feedback

- X I did not like your activity at all
- ✓ I think the positive thing about the activity was that I was able to work with my peers in a group and learn from them. However, I felt that the introduction was a weak area as you did not explain the aims of the activity

Expect Feedback on your Feedback

Expect that the person you have given feedback to will respond to your comments.

This is their right. However, when you are the person **receiving feedback**, it is best not to respond to each point but rather to listen quietly, hearing what other's experiences were during their review, asking only for clarification. The only time to interfere with what is being said is if you need to state that you are overloaded with too much feedback.