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Research Article

A Study on Reflection in In-service Teacher Development: Introducing Reflective Practitioner Development Model

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Abstract

To date, studies on reflection seem to lack concern for in-service teacher development. This article proposes a new EFL reflective practitioner development model (RPDM) for an in-service program that is not only based on the principles of reflection, but that also measures teachers' reflective and self-efficacy development. Focusing on the improving practitioners' reflective abilities, the model emphasizes building self-efficacy and delineates the program's procedure to achieve these goals. The model was tested by collecting quantitative and qualitative data. The findings suggest that the model would be effective for educators to use as it facilitates and improves teachers' abilities to reflect and their overall self-efficacy.

Keywords

Reflection • Self-efficacy • Professional development • Language teaching • Measurement

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The continuous development of societies requires a growing need for individuals who are well prepared for their profession. In order to ascertain whether individuals are well prepared, measurement and evaluation procedures can be used. Although the literature does not contain any research measuring the reflective development of language teachers in EFL programs, extensive research does exist on language teacher education, reflection, and teacher beliefs as independent areas (Avalos, 2011; Craig, 2013; Peacock, 2009; Riley, 2009; Schunk & Pajares, 2002). In this way, although the effect of a program focusing on improving teachers' reflective behavior and self-efficacy remains under-researched, these areas should be subject to critical scrutiny and well-organized study. As Brown (1995) pointed out, evaluation is 'the heart that connects and provides blood to all the other program elements.' In this regard, the primary focus of this study is to measure language teachers' reflective development using a new model of reflective practitioner development, abbreviated RPDM, based on a quasi-experimental design so as to ensure and maximize teachers' self-efficacy and reflection skills. The model emerging from "experiential learning" (Kolb & Fry, 1975) strives for two main constructs: reflection and continuous development in order to provide the best possible practices in language teachers' professional development. As is known, not every teacher is able to acquire or continue to develop the knowledge and skills that they need or which are required by the institution in which they are employed.

Reflection here plays a major role because the nature of practice is such that improvement can only be fostered depending on how the professional understands the concept of self and the nature of the practical (Calderhead, 1987). Moreover, reflection enables teachers to make careful considerations about what their experience are all about and to form a habit of continually learning from their own experiences by framing problems of practice, by critiquing and reframing problems within broader perspectives, and by taking action that is fostered by such reframing (Kayapinar, 2013). In this sense, teachers may become reflective practitioners, adopting a reflective stance toward their practice as a means of on-going professional development (Reis-Jorge, 2007).

Continuous development, just as reflection does, holds learning to be a continuous process grounded in experience that requires the resolution of conflicts relating to or resulting from experience (Kolb, 1984).

Self-efficacy refers, as Bandura (1997) stated, to people's convictions about their own capabilities to successfully execute a course of action leading them to a desired outcome. It concerns one's judgment of his or her capabilities and sense of competence within a specific framework. Basically, it focuses on one's *own* assessment of his/her *own* abilities in relation to goals and standards, built on personal past experiences of mastery.

It was students' complaints about their teachers' poor performances, high attrition rates of the previous academic year, and the belief that their teachers' performances should be improved that paved the way to in-service teachers' professional development processes using a new model to develop teachers' reflective abilities and self-efficacy beliefs. Not only can teachers improve reflective abilities and self-efficacy beliefs in such an educational process, so too can their awareness of the potential of engaging in problem identification be raised through noticing and questioning events of their everyday practice (Kemmis & McTaggart, 1982). In this regard, the Reflective Practitioner Development Model was developed and introduced by the researcher.

The RPDM Context

Requiring personal and intellectual growth of oneself and of others, reflection is both a process which builds meanings and a systematic, rigorous way of thinking moving a learner from one experience to the next all while facilitating a deeper understanding in the learner through interaction with others (Rodgers, 2002). In order to develop teachers' reflective abilities and their awareness of the consequent demands of time and expertise imposed on them (Allwright 1992, 1995, 1997; Wallace, 1996), the new reflective practitioner development model took place in McGill University-RCJY's English teaching project held in three individual colleges of Royal Commission/ KSA for 16 weeks. The primary purpose of the project was to provide English instruction for local university students so as to facilitate their technical studies in English. The project's syllabus offers an integrated foundation course coordinated by the head/academic coordinator with the assistance of one academic coordinator for each institution. The new model and the measurement of teachers' development in each phase of the reflective process were initiated by the head/academic coordinator in the 2012-2013 academic year. A total of 45 teachers went through the induction processes, teaching practices, and the gaps that they perceived between what had been provided to them and what they had actually needed in order to successfully perform their duties at the end of the previous year.

The model contains the following elements; (i) measurements of teacher reflection using the Teacher Reflection Scale (TRS) (Kayapinar & Erkus, 2009), (ii) measurements of teachers' self-efficacy beliefs using the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001), (iii) professional development (PD) workshops, (iv) reflective (classroom) observations, (v) feedback, (vi) focus group discussions, (vii) co-planning, and (viii) peer-observations. Figure 1 gives an idea about the reflective cycle below:

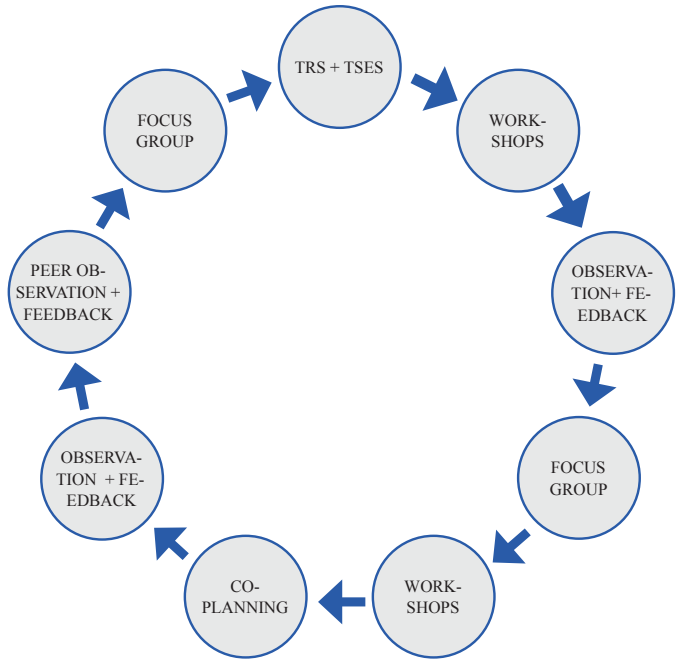

Figure 1. Components of RPDM.

Using the components in Figure 1, the reflective practitioner development cycle adapted from Kolb's reflective cycle is presented below:

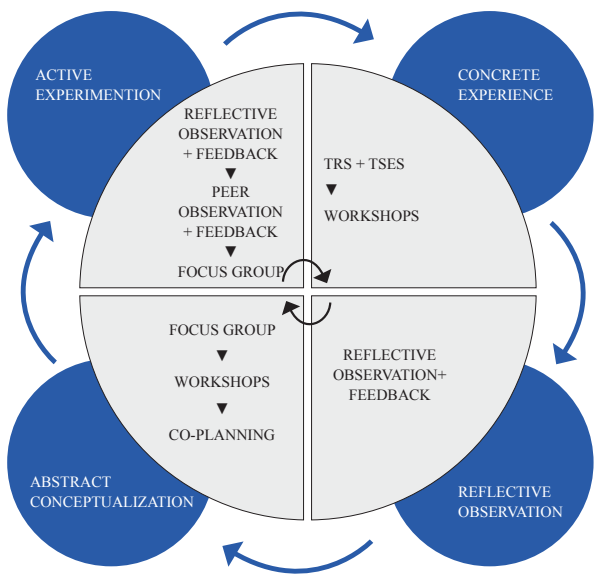

Figure 2. RPDM Cycle.

Finally, each phase of the model was used to collect data in order to answer the following research questions:

1. Do teachers improve their reflective abilities for language teaching practices in the RPDM program?
2. Do teachers improve their sense of efficacy for language teaching practices in the RDPM program?
3. Do teachers improve their reflective teaching behavior in the classroom as a result of the RPDM program?
4. What are participating teachers' views on the proposed RPDM program?

Method

Participants

Because the study does not aim at generalizing the results to any population, no sample was selected from a specific population. Instead, a study group consisting of 45 randomly assigned, internationally certified teachers with 1 to 5 years of English teaching experience were selected from among the volunteers. All teachers selected taught the same foundation course using the same material, course syllabus, and pacing schedule.

Data Collection Tools

In order to collect data, different phases of the RPDM were taken into consideration and employed for a sound data collection process. The components used as data collection tools are included and explained in the following paragraphs.

TRS measurements. Findings on teacher preparation, teacher career decisions, and student outcomes suggest that teachers with more comprehensive preparation experiences will feel well-prepared, will consequently persist in the profession, and, ultimately, will teach more effectively than their less well-prepared colleagues (Kee, 2012). Emerging from teacher preparation and readiness to teach, expected student outcomes, and the idea that improvement can only be fostered by the professional's own understanding of him/herself and of the nature of the practical (Calderhead, 1987), each teacher was asked to respond to the items in the TRS to check teachers' reflective abilities. The TRS is a scenario-based scale including confusing and problematic situations for teachers in order to gauge their on-the-spot reactions. The purpose of using the TRS for this study was to

ascertain whether, or in what sense, each teacher is aware of and interprets his/her teaching experience, on the one hand, and whether s/he is able to generate possible explanations and solutions for the confusing or problematic situations through the descriptions provided by each teacher (Kayapinar, 2013). In this way, the researcher was able to determine not only teachers' reflective abilities, particularly their abilities of noticing and questioning events occurring during everyday practice, but also their abilities to reflect over themselves and actions. As a result, not only will teachers' efforts to improve their reflective abilities be facilitated, but by noticing and questioning everyday events, so will their awareness of the potential of engaging in problem identification be raised (Kemmis & McTaggart, 1982). The scale scored an Eigenvalue of 10.13 with one factor explaining 46.05% of the total variance. The internal consistency coefficient of the scale was found to be .868 whereas the test-retest reliability of the scale is 0.835 (Kayapinar & Erkus, 2009).

TSES measurements. The TSES is a 9-point Likert type scale. Since both the beliefs that teachers, as learners, hold concerning their abilities to successfully complete an activity and the value of the activity itself has the power to influence teachers' individual selections, insistences, and performances in carrying out the activity, the TSES was chosen to be used not only to reveal, but also to analyze teachers' reflective abilities and self-efficacy perceptions (Wigfield & Eccles, 2000). In addition to this, teachers are required not only to successfully manage their students' study skills, enthusiasm, motivation, and the like, but also to manage skills pertaining to themselves, such as self-control, conflict management, and decision making. Thus, one's self-efficacy belief is a powerful tool for teachers to manage and control power so that their teaching practice may be effective, and thereby facilitate their students' learning. Just as a teacher's self-efficacy belief can motivate students to participate more readily in the lessons, work harder, and persist longer, so too can it precipitate emotional reactions in students as a result of successfully learning a subject. Moreover, teachers' own levels of motivation may evoke such emotional reactions, with students perceiving their teachers' motivation in their choice of activities, level of effort given, persistence, and teaching performance (Zimmerman, 2000). TRS and TSES measurements are a good way for the teachers' awareness of reflection and self-efficacy to be increased, for them to mirror other teachers' own concrete experience in the teaching-learning environment, and later, to lead the way for them to reflect, conceptualize, and evaluate what they have experienced in that environment. The TSES yielded a three-factor structure with Eigenvalues of 10.38, 2.03, and 1.62, explaining 69.10 of the total variance. The internal consistency of the scale was found to be .90 (Tschannen-Moran & Woolfolk Hoy, 2001).

PD workshops. Not only do educational organizations need to approach collaborative time with a focus on teacher learning and organizational practice development, they must also work to understand how they relate to necessary teacher efficacy resources

(Kennedy & Smith, 2013). Workshops, in this sense, could benefit both teachers and the leadership team. For teachers, workshop content may be supplied from either the academic coordinator's reflective point of view—through formal observations, peer observations, or from the teachers—through focus group sessions and critical reflections. With regards to workshops emerging from teachers' reflections and focus group sessions, teachers could come prepared to deliver a short presentation on a problematic aspect experienced in class that they have worked to improve. In order to maximize both the number of presenters and the potential for growth amongst the participants, teachers could present their solutions to each other either in pairs or in groups. Those pairs or groups could then engage in a focused brainstorming session on ways to improve upon the aspects discussed or to trade strategies to overcome challenges. Groups could then form even larger groups and exchange suggestions to overcome these problems and other pressing concerns. In this way, teachers would be able to develop their reflective abilities and sense of efficacy by working with colleagues, presenting their problems or success amongst themselves, discussing others' solutions or experiences, and obtaining information and feedback from each other on confusing incidents, students' engagement with learning in the classroom, and both students and teachers' success in managing the teaching-learning process. PD workshops were a great help for teachers to become informed, to find answers to their questions, express their concerns, obtain feedback, and apply classroom practices. These workshops were used not only as a roadmap, but as an indirect data collection basis for teachers to use in focus group discussions and reflective observations.

Reflective observations. Observation sessions are used to reflect on the experience in a "reflection-on-action" manner as soon as possible and to discuss immediate feedback on specific successful student engagement or confusing and problematic situations in the classroom environment. Such observations could also be used to assess the teachers' professional development at least twice during each RPDM cycle; once at the beginning after the first TRS and TSES measurement sessions and once at the end before the last TRS and TSES measurement sessions. These observation sessions could also be considered as a formative and summative evaluation of teachers' performances to be held periodically depending on each teacher's need after a mutual understanding of the process by the teacher and the observer or leadership team. Teachers receive either a hard or soft copy –or both- of their results. In this way, they will be able to see their progress and what they have experienced over a certain time period. The observation results might also serve as springboards for short 30-minute reflective practitioner development dialogues scheduled immediately after being observed or during office hours. These are reflective feedback sessions meant to bolster the short conversations immediately following the teacher's critical reflection on his/her teaching after the observation. By this way, each teacher's progress could be tracked by the teacher and the leadership team, as well as the program as a whole. McGill University School of

Continuing Studies (SCS) Collaborative Teacher Assessment Form was used to evaluate teachers' improvement in teaching practices. The form, which was provided by McGill University, consists of a 5-point scale and was developed as a result of 45 experts' opinions, each expert being an instructor of McGill University' SCS and Department of Language and Intercultural Communication. It should be noted that experts' opinions were made after reaching complete consensus.

Reflection and feedback. Reflections are concise, bullet-pointed inquiry regarding staff members' thoughts, critical flashbacks, and self-questioning on their performances. Both teachers and the leadership team could use them, and if done habitually in the RPDM cycle, reflections could radically improve teachers' respective learning environments and their professional skills, with students seeing increased motivation and language proficiency. Teachers also include a space on their lesson plans, attendance sheets, or in either a notebook or binder to record their thoughts on how the lesson was planned out, how it was carried out, and how the students engaged in and responded to the lesson. While one reflection a week would be of great benefit, daily reflection—or perhaps one at the beginning and end of the week—would be of even greater benefit. These reflections could then be saved in order to build on previous observations in which teachers begin to sense their becoming a reflective practitioner. Specifically, the teachers were recommended to ask themselves the following three questions emerging from two basic questions of reflection; these being "What have I done?" and "What can I do for the better?" (Kayapinar & Erkus, 2009); (i) "Which elements of my learning environment helped my students' success?" (ii) "Which elements of my learning environment impeded my students' success?" and (iii) "How can I improve my learning environment?"

The quality and quantity of teachers' reflections could be gauged during targeted feedback sessions between the teacher and the academic coordinator. These sessions could be planned during office hours. These could be measured either implicitly through formal observations, by which the reflections would be discussed during the post-observation feedback sessions, or explicitly, by which the reflections would be discussed in focus group sessions or before a formal observation and factored into the assessment.

Focus group discussions. Focus groups rely on interaction within a group based on topics supplied by the researcher (Morgan & Krueger, 1998). Manifesting in such forms as organized discussion (Kitzinger, 1994), collective activity (Powell et al., 1996), and interaction (Kitzinger, 1995), participation in focus groups can increase participants' reflection capacities and their sense of efficacy. Organized discussion, collectivity, and interaction enable participants to ask questions, to obtain feedback, to re-evaluate, and to reconsider their own understandings and experiences. In the RPDM

cycle, the academic coordinator assembles teachers and discusses and comments on the classroom practice in question from personal experience. Information on experiences is elicited in such a way that allows the academic coordinator and the teachers to discover on their own why an issue is salient. The gap between what people think and what they do can be better understood by asking the following two questions: "What have I done so far?" and "What can I do better?"

The chance to reflect, to work out confusing issues, and to find solutions collaboratively can be an empowering experience for many participants. In this way, a sense of emancipation and efficacy might also be experienced by leading to important insights about teacher and student behavior. It can also highlight what is not said as clues to perspectives and world views. This structured group process can also be used to obtain detailed information, to reflect exploring attitudes and feelings, and to draw out precise issues that may be unknown, confusing, or pressing.

Co-Planning. While all institutions have noted co-planning in one fashion or another, its potential has yet to be fully realized. Bandura (1977), in his theory of "social learning," states that there are three main pathways through which efficacy beliefs play a key role; (1) students' efficacy beliefs in their ability to regulate learning activities, (2) teachers' efficacy beliefs as individuals in their ability to motivate and promote student learning, and (3) faculty members' collective sense of efficacy in their schools' ability to accomplish significant academic progress. The main benefit of co-planning is that it could be used as reflection-for-action, which could also be deemed a flash-forward of the classroom environment. Co-planning not only improves the collective sense of efficacy through the exchange of continuous feedback, but also improves lesson plan quality by freeing up teacher's office hours and by increasing critical reflections, post-observations meetings, and workshop preparation. The updated system is run as follows; teachers—within their respective level/section—devote one day of their office hours to planning a lesson using the template given, discussing these lesson plans and providing mutual feedback until they agree on an appropriate lesson plan that reflects the objectives and outcomes of the particular class. They later present the final draft to other teachers. That lesson plan will then be used by all of the teachers. In this way, 10 teachers could plan for the entire week, and everybody will be on the same track while having discussions, providing mutual feedback, complementing each other's deficiencies, and developing continuously. If the lesson plans are saved electronically, an entire academic unit could potentially have access to lesson plans on demand. This would be advantageous when a teacher calls in sick, a new teacher is hired, or when a new semester begins. It could be measured implicitly through formal/peer observations and explicitly through a system in which each academic unit's weekly random lesson plans were benchmarked against a checklist of best practices.

Peer observations. Teachers with skills needing to be developed in one area could be paired with teachers boasting strong skills in that area. They could either pair themselves up after having reviewed each other's reflections, or be assigned to work together by the leadership team. Before the observation, teachers could meet up and review the lesson plan as well as the observer's objectives. They could have a short conversation following the observation in between classes and could keep their notes for later reflection. Following the observation, a short conversation between the teacher and the coordinator would serve them well. This is left in the hands of the teachers so as to give them total ownership of what is learned. It could be measured implicitly through formal observations and explicitly in which the teacher's reasons for wanting to observe his/her peers or to be observed by his/her peers (along with his/her observations) could be included within the post-observation discussion.

Given the importance of each component of the model, the RPDM timeline was developed as follows:

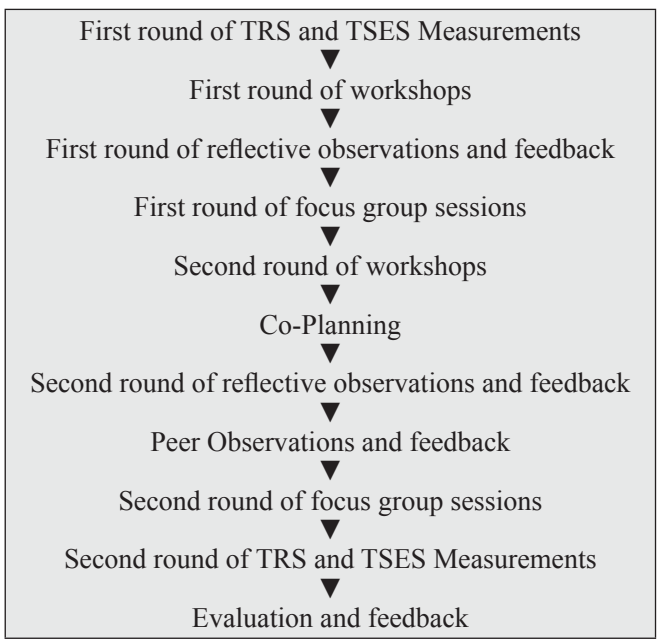

Figure 3. RPDM Timeline.

In this respect, five sets of data were gathered in order to ascertain whether teachers improved their reflective abilities and sense of efficacy as follows: (i) Reflection scores (two rounds) using TRS; (ii) Sense of efficacy scores (two rounds) using TSES; (iii) Observation scores (two rounds) using McGill University's SCS Observation Criteria; (iv) Focus group reports; and (v) Questionnaire results using McGill University's Project Evaluation Survey.

The first three sets of data were collected twice in order to compare the results of the first round scores and the second round scores and also to provide possible information for the practitioner development model. Focus group reports and questionnaire results were used to solicit teachers' comments and suggestions on the practices and experiences throughout the RPDM program.

Data Analysis

Apart from descriptive statistics, the nonparametric correlation technique called Wilcoxon Signed Ranks Test was used to compare the first round scores and the second round scores of each of the model's scored elements. This test was employed because it does not assume normality in the data. For the focus group reports and questionnaire results, the comments, answers, and responses to the questions were transcribed verbatim. The data obtained from recurring themes and constructs were triangulated across the sources based on themes (Patton, 2002). Later, data were analyzed and interpreted thematically in order to reveal a clear picture of the implementation of the RPDM's practices.

Findings and Discussion

The study's findings and results are presented considering each component of the RPDM and the research questions as follows:

Reflection

Research Question 1: Do teachers improve their reflective abilities for language teaching practices in the RPDM program?

The teachers' reflection scores indicating how reflective they were before and after the practitioner development processes are presented in the table below:

Table 1
Descriptive Statistics of Teachers' Reflection Using TRS

	N	Mean	Std. Deviation	Minimum	Maximum
Round 1	45	69.5285	13.7406	45.45	100.00
Round 2	45	80.1337	11.2853	59.09	95.45

As can be observed in Table 1, the mean is higher in Round 2 (80.13) and the standard deviation is less (11.29), indicating that teachers became more reflective and that their reactions toward problematic and confusing situations or toward irregularities in

the professional teaching environment are similar. The range between the minimum and maximum scores supports this finding.

Table 2
Development of Teachers' Reflection

		N	Mean Rank	Sum of Ranks
Round 2 – Round 1	Negative Ranks	7(a)	8.17	57.00
	Positive Ranks	29(b)	13.35	387.00
	Ties	9(c)		
	Total	45		

a Round 2 < Round 1
b Round 2 > Round 1
c Round 2 = Round 1

Table 2 provides interesting data on teachers' development using pre and post TRS scores. The table's legend illustrates that 29 teachers had a higher TRS score after the process. However, 7 teachers had a higher TRS score before the process and 9 teachers saw no change in their TRS scores.

Table 3
TRS Scale Statistics (b)

	Round 2 – Round 1
Z	-2.711(a)
Asymp. Sig. (2-tailed)	.007

a Based on negative ranks.
b Wilcoxon Signed Ranks Test

Table 3 allows us to ascertain whether these changes resulted in a statistically significant difference in TRS Scores. In other words, a Wilcoxon Signed-Rank Test showed that after the 16-week RPDM program, participants' Round 2 reflection scores were statistically significantly higher than their Round 1 scores ($Z = -2.711$, $p = .007$). With this being said, a cause and effect relationship cannot be established at this point due to a number of extraneous factors affecting the dependent variable and the lack of a control group. Still, findings across different psychological domains support these results and the development through systematic reflection, documenting that people learn from both their successes and failures (Ellis, Carette, Anseel, & Lievens, 2014).

Sense of Efficacy

Research Question 2: Do teachers improve their sense of efficacy for language teaching practices in the RDPM program?

Teachers' sense of efficacy scores before and after the practitioner development processes are presented in the table below:

Table 4
Descriptive Statistics of Teachers' Sense of Efficacy Using TSES

	N	Mean	Std. Deviation	Minimum	Maximum
Round 1	45	77.4487	8.2724	60.19	98.15
Round 2	45	86.1513	7.7150	63.89	97.22

Table 4 describes teachers' sense of efficacy scores before and after the practitioner development process. The mean is higher in Round 2 and the standard deviation is less, indicating that teachers' efficacy beliefs and attitudes toward teaching were similar. The range between the minimum and the maximum scores also supports this finding.

Table 5
Development of Teachers' Sense of Efficacy

		N	Mean Rank	Sum of Ranks
Round 2 – Round 1	Negative Ranks	9(a)	13.50	121.50
	Positive Ranks	35(b)	24.81	868.50
	Ties	1(c)		
	Total	45		

a Round 2 < Round 1
b Round 2 > Round 1
c Round 2 = Round 1

Table 5 provides a comparison of teachers' pre and post TSES scores. The table's legend shows that while 35 teachers had a higher TSES score after the process, 9 teachers had a higher TSES score before the process and 1 teacher saw no change in his TSES score.

Table 6
TSES Scale Statistics (b)

	Round 2 – Round 1
Z	-4.360(a)
Asymp. Sig. (2-tailed)	.000

a Based on negative ranks.
b Wilcoxon Signed Ranks Test

Table 6 reveals whether these changes due to practitioner development process led to an overall statistically significant difference in TSES scores. A Wilcoxon Signed-Rank Test using a Z-statistic showed that participants' Round 2 self-efficacy belief scores were statistically significantly higher after a 16-week practitioner development program than were their Round 1 scores (Z = -4.360, p = .000). With this being said, however, a cause and effect relationship cannot be established at this point because of extraneous factors affecting the dependent variable and the lack of a control group, as mentioned earlier. Additionally, such an improvement in self-efficacy is supported by Di Stefano, Gino, Pisano, and Staats's (2015) study, in which they found that reflection increases and predicts self-efficacy significantly.

Focus Group Sessions and Reflective Observations

Research Question 3: Do teachers improve their reflective teaching behavior in the classroom as a result of the RPDM program?

The purpose of the focus group sessions was to determine teachers' experiences, suggestions, and comments on others' problematic experiences and on successful practices that they wanted to share. They were asked to draw upon their own classroom experiences, to exchange ideas, to give feedback to each other, and to discuss the intended outcomes of the daily teaching practice. Forty teachers out of a total of 45 attended the focus group sessions, in which they discussed two reflective questions, these being: (i) What have I/you done so far? and (ii) What can I/you do better?

The knowledge, skills, and practice to be developed and attempted by teachers were revealed by sharing new theories after they had reflected on their classroom practices. Teachers were then given the opportunity to explicitly express their ideas during the focus group sessions, leading them to make comments and suggestions, recount concrete experiences and successful practices, offer feedback engaging problematic situations and class objectives. The teachers were first given the criteria and were asked to assess their own classroom performance so as to help them retain the practices discussed. They were reminded not to write any personal information (name, section, etc.) or to comment on the form. Teachers were made aware that results would be kept confidential.

In session 1, the idea sharing took place with one of the most problematic issues in the classroom environment: off-task behavior. Teachers put their ideas forward, with some having a tendency to give general ideas about teaching and the ways to deal with off-task behavior instead of giving specific real-life examples experienced in their own classrooms. Experienced teachers offered the most contributions to the discussion, giving examples from their own classroom environment, openly expressing their practical knowledge, and giving remedial feedback. They decided on some characteristics of a good teacher, which they stated as being: engaging, creative, motivational, supportive, inspirational, a mentor, organized, optimistic, knowledgeable, humble, fine-tuning, and selfish in his development. They also mentioned that the best teachers learn from others, effectively cover the objectives, and facilitate learning. It was clearly apparent that the teachers had few ideas on reflection. When the moderator adds extra information about reflection, teachers better understand what makes a good language teacher. It was explained to teachers that a good teacher is also reflective because she/he believes in continuous development and asks herself/himself two basic questions after each teaching session (reflection-on-action): "What have I done?" and "What can I do better?" Teachers were told that they should also do such reflective activities in their own classroom

while teaching (reflection-in-action), especially when faced with a problematic or confusing situation. Teachers were also told that those teachers able to respond to students' needs in the allotted time were expected to take the lead. This way, students would be able to acquire the behaviors stated in the curriculum objectives.

The second focus group session was more productive as it occurred after a reflective period provided by workshops in which participants discussed reflective teaching, a Saudi context, off-task behavior, co-planning, and teaching techniques using formal and peer observation sessions. The teachers were aware of the reflection process and even started to question themselves before blaming extraneous factors, students, or others. They tried to put forward some ideas on the *dos and don'ts* of the ways to deal with difficulties and achieve success in the classroom.

From the first focus group session, it seemed that most of the teachers had a common idea that the problems were always caused by outside sources. This belief might have been a result of teachers' educational background, their professional background, their personal characteristics, and their world knowledge as stated in the study by Kayapinar and Erkus (2009), in which a strong relationship was found between reflection and responsibility. They did not have a tendency to reflect critically or to question themselves in order to solve the problems they encountered, especially in the classroom environment and during the teaching-learning process. Since most of the teachers needed constructive and supportive feedback, periodical observations and workshops were deemed as necessary to make what was going on in the classroom clearer for both the teachers and the leadership team. After the reflective touches on the teaching-learning process, all the teachers' perceptions toward language teaching changed in a positive way. They started to look at teaching from a more reflective point-of view. This could also be seen in the observation and survey results.

In Table 7 below, the results of reflective observations can be seen to describe the teachers' scores before and after the practitioner development process.

Table 7
Descriptive Statistics of Teachers' Observation Scores

	N	Mean	Std. Deviation	Minimum	Maximum
Session 1	43	55.6046	6.51789	40	65
Session 2	43	73. 5116	7.4677	62	89

The observation sessions were held for 43 teachers. Since the coordinators were unable to observe two of them, they were excluded from the analysis. As seen in Table 7 above, the mean are remarkably higher in Round 2 and the standard deviation is a bit higher, indicating that teachers' teaching abilities improved. The range between the minimum and the maximum scores supports the results.

Table 8
Development of Reflective Teaching Behavior

		N	Mean Rank	Sum of Ranks
Session 2 – Session 1	Negative Ranks	0(a)	.00	.00
	Positive Ranks	43(b)	22.00	946.00
	Ties	0(c)		
	Total	43		

a Session 2 < Session 1
b Session 2 > Session 1
c Session 2 = Session 1

Table 8 provides valuable data on the comparison of teachers' observation scores. This table's legend shows that 43 teachers had higher observation scores during the second sessions, and none had received a higher observation score or the same score before the process and the observation sessions.

Table 9
Observation Scale Statistics (b)

	Session 2 – Session 1
Z	-5.737(a)
Asymp. Sig. (2-tailed)	.000

a Based on negative ranks.
b Wilcoxon Signed Ranks Test

Table 9, making use of a Wilcoxon Signed-Rank Test using a Z-statistic, indicated that Session 2 scores were statistically significantly higher than Session 1 scores (Z = -5.737, p = .000) for the particular group of teachers. Similar processes seem to replicate this finding, with research showing that team effort in reflecting on and communicating about objectives, strategies, and processes lead to positive results (Schippers, Edmonson, & West, 2014).

McGill Project Evaluation Survey

Research Question 4: What are the views of participating teachers on the proposed RPDM program?

As seen in Table 10 below, although teachers evaluated the project from different perspectives, only ongoing professional development comments are included in this study. Teachers scored ongoing professional development on a scale of 0 to 100 and made their comments. Most of the teachers gave professional development a high score of between 70 and 94, as can be seen in the table below:

Table 10
Descriptive Statistics of Teachers' Evaluation of Ongoing Professional Development

	N	Mean	Std. Deviation	Minimum	Maximum
	45	80. 1395	7.1186	70	94

Teachers' project evaluation survey transcripts provided valuable information on both the RPDM and the overall process. Several teachers stated that professional development certainly does assist them in developing the skills needed to become a better teacher. Comments include:

> There were solutions offered to the problems in the classroom.
>
> A communicative and rich environment was created to work in.
>
> Academically, I like the collaborative working environment that we have; I felt like I was supported and had plenty of outlets if I had any issues or concerns.
>
> Much was done to foster collegiality and teamwork, especially by placing level teachers into cohorts for sharing lesson plans and mentoring.
>
> Observation data were followed up with corrective action plans that are tied in with professional development resources and mentoring.
>
> We found ways to give our students exactly what they need.
>
> I enjoyed the workshops that were periodically arranged, but I would appreciate more of these in the future.
>
> The team I work with was professional and reached out to assist all instructors when assistance was needed.
>
> I believe I have grown both personally and professionally.
>
> The best part of the program... is the environment that has been fostered here.

The comments not only provide evidence of different perspectives of reflection, but also constitute a new model fostering reflective behavior and efficacy, including solutions offered to the problems in the classroom environment, collegiality and communication, student and teacher interactions, feedback and mentoring by the coordinators and the teachers, productive workshops, and a professional environment. What is apparent from the comments is that the participating teachers felt that they were provided with an environment conducive to positive reflection and professional development. Teachers also mentioned a number of challenges present in the model. These include:

> Lesson planning would have been much smoother had supplemental materials been provided.
>
> There was not enough time to handle lesson planning.
>
> Some of the professional development lacked authority.
>
> Top-down communication should be improved.
>
> There was a lack of communication between program administrators, academic coordinators, and instructors from time to time.
>
> My teaching could have been better had there been materials to turn to.

As seen in the comments regarding the model's weaknesses, some teachers stated that they needed supplementary materials and time while preparing lesson plans. Others

said that there was a lack of authority between the teachers and the leadership team from time to time. Teachers also added that communication between the teachers and the project's leadership team should have been better.

Conclusion

As Kayapinar and Erkus (2009) pointed out, many valuable attempts have been made to document the role of reflection in teacher practices (Clarke, 2006; Conway, 2001; Dinkelman, 2000; Lee, 2005; Reiman, 1999; Tillema, 2000), indicating the importance of reflection and reflective practices in teaching and teacher education. Still, it seems that a standard comparison is hardly possible because each study is held in a different context with different data gathering and analysis instruments, such as online discussions, storytelling, written records, and transcript analysis. In fact, the source behaviors and processes in professional development generally emerge from similar problematic school and classroom contexts. In this respect, teachers' abilities to reflect can be determined and then improved by experience and observation. Measured reflection could lead the way to more highly qualified teachers, which would enhance their helping-to-learn abilities. In brief, the reflective practitioner development model here looks like it promotes teachers' reflective development and sense of efficacy. As can be seen clearly in teachers' reflection scores, the mean score (80.13) of the second round was higher than that (69.53) of the first round. This was also backed up by the correlation analysis (p = .007). Similarly for TSES scores, the mean score (86.15) of the second round was higher than that (77.45) of the first round, which was also supported by the correlation analysis (p = .000). Focus group sessions reflected the model's objectives and the development very well. Teachers were apparently aware of the reflective processes, becoming more reflective and developing a higher sense of efficacy. Teachers' evaluation scores (80.14%) and comments on the evaluation of the ongoing professional development also support the idea that the environment was collaborative and reflective, which enabled them to develop personally and professionally. Since they were tied in with professional development resources and mentoring based on observation data and reflection, the corrective action plans and workshops organized periodically were highly appreciated. The lack of communication between the teachers and the leadership from time to time could be seen as one of this study's weaknesses, and should be taken into consideration to improve the RPDM. Another improvement of the model could be to develop and use student questionnaires, teaching portfolios, recording lessons, and evaluations of both the program itself and of teachers' reflective practice. In addition, in order to obtain more valid and reliable evidence for the effectiveness of the model, an experimental study meeting the requirements of normal distribution

could be performed with a larger number of teachers. Observations could also be done focusing solely on teachers' reflective abilities and sense of efficacy as they are emphasized in the teaching and learning process. In sum, this study provides insight to a built-in procedure of a new design and model of reflective teaching and reflective practitioner development as a professional development program for teachers, assesses teachers' strengths and weaknesses in this vein, and makes suggestions for improvement.

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