A Standards Based and Multiple Data Source Approach to Teacher Evaluation
標準本位與多元資料來源取徑的教師評鑑

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Three-Track Approach to Teacher Assessment

台北美國學校教師評鑑的三個軌道

Track 1: New Teacher Track

第一軌: 新進教師軌道

Track 2: Professional Growth Track

第二軌: 專業成長軌道

Track 3: Self-Assessment Track

第三軌: 自我評量軌道

Track 1: New Teacher Track
第一軌: 新進教師軌道

Process 過程

a. New teacher orientation to professional growth and evaluation system

新進教師輔導時介紹專業成長歷程與評鑑系統

b. Goal setting – one individual professional goal based on feedback and one goal for improvement of student learning

目標設定－一項依據回饋所設定的個別專業目標，加上一項以精進學生學習為準據的目標

c. Evaluator progress report prior to Dec. 15 after 2-3 documented classroom visits

評鑑人員在兩到三次列入正式文件的的教室訪視後，會在12月15日前提交進展（期中）報告

Track 2: Professional Growth Track Highlights
第二軌: 專業成長軌道要點

- For teachers in years 1 and 2 of their contract

  為受聘第一年及第二年的老師而設

- Designed for teachers to take ownership of their own professional growth

  為了使教師對自己的專業成長具有主導權而設計的

- Emphasis is on setting goals that are linked to the teaching standards (one individual goal and one student learning goal)

  著重在設定與教學標準相關的目標（一項個人專業目標及一項聚焦於學生學習的目標）

- Assessment of achievement of goals

  評量目標達成的情形

- Collation of a wide variety of data throughout year

  在整個年度中，教師會從多種管道收集資料

Professional Growth Track Process
「專業成長軌道」的過程

- Review feedback from previous year 檢閱前一年所得到的的回饋
- Develop professional growth plan including goals, actions, timeline, and evaluation

  發展專業成長計畫，涵蓋目標、具體行動、時間表與評鑑
- Share growth plan with supervisor refine as needed

  與視導人員分享成長計畫，必要時再做調整
- Collect and collate data including parent and student survey results and classroom observations by supervisor. Keep in professional growth folder 收集並整理檢核各項資料，包括家長和學生問卷結果、視導人員的課堂觀察記錄等。保存在專業成長檔案中
- Reflect on contents of professional growth folder as it relates to goals 省思專業成長檔案中的內容與專業成長目標間的關聯
- End of year goal attainment meeting with supervisor

  年度終了前與視導人員就目標達成情形進行會談

Track 3: Self-Assessment Track Highlights
第三軌: 自我評量軌道要點

- For teachers in year 3 of their contract

  為受聘第三年的教師而設

- Teachers assess their performance against all of the TAS teaching standards

  教師以台北美國學校的全部教學標準來評估其表現

- A teacher is on this track every 3 years

  每位教師每隔三年會經此軌道

- Data gathered from observations and discussions between teacher and supervisor is on informal and formal scheduled basis 自教師與教學視導人員間非正式與定期正式的觀察與討論，來收集資料

- The outcome of the performance conference at the end of the year will determine which track the teacher will be on the following year

  年終考績會議的結果會決定下一年度該教師將採取的軌道

Self-Assessment Track Process
「自我評量軌道」的過程

- Teacher creates a professional growth plan (review of feedback, links to school-wide priorities, sets goals, actions, timeline, and evaluation)

  教師訂立專業成長計畫 (對前一年度回饋訊息的檢視、與學校整體優先事項間的連結、設定目標、具體行動、時間表與評鑑)

- Goal setting meeting with supervisor

  與視導人員進行目標設定會談

- Data collection – survey results from parents and students, classroom observations and discussions with supervisor

  資料蒐集－家長與學生問卷、視導人員的課室觀察與討論

- Teacher gathers information into professional growth folder to address all teaching standards

  教師將資料收入專業成長檔案，以符合所有教學的標準

Self-Assessment Track Process (continued) 「自我評量軌道」的過程 (續)

- Teacher reflects on contents of folder

  教師省思檔案中的內容

- Supervisor reflects upon teacher's self-assessment documents

  視導人員省思教師自我評量的文件

- End of year formal Teaching Performance Conference

  年終的正式教學表現會議

Role of Instructional Leadership
教學領導人員的角色

- Principals 校長
- Assistant Principals 副校長
- Department Chairs/Team Leaders
  各科主任/ 小組組長

Requirements of Evaluators
評鑑人員的資格

- Ability to observe and analyze instruction

  具有觀察與分析教學的能力
- Ability to evaluate curriculum

  具有評鑑課程的能力

Model A – (Taipei American School):
Criteria for Teacher Evaluation
教師評鑑標準 – A 模式
(台北美國學校)

Performance area A: Effective Planning and Preparation

教學表現領域A：有效的計畫與準備

- Knowledge of content and pedagogy

  對學科內容與教學法的知識

- Curriculum content, skills, processes and unit plans follows adopted model

  課程內容、技能、過程及單元教學計畫是否與所採用的課程相符

- Effective planning and organization

  有效的計畫與組織能力

Performance area B: Productive Teaching
教學表現領域B：成果豐碩的教學

- Communicates effectively with students and parents

  有效地與學生及家長溝通

- Defines learning expectations and timely evaluative feedback

  明確定義對於學生學習的期望以及

  及時性的評鑑回饋

- Motivates and engages students

  激發學生學習動機，

  並強化學生學習參與

Performance area C: Learning Environment
專業表現領域C：良好的學習環境

- Personalizes learning　　因材施教
- Shows sensitivity in teacher-student relations
  對師生關係表現高敏感度
- Provides a safe learning environment
  提供安全的學習環境

Performance area D: Learning Community Responsibilities
專業表現領域 D：對於整個學習社群的責任

- Effective interpersonal relationships
  有效的人際溝通
- Models values
  展現核心價值（誠實、尊重、仁慈、責任）
- Continuous learner
  永續的學習者

Model B – (Whalen, MASS):
Criteria for Teacher Evaluation
教師評鑑規準–B 模式（美國麻州**Whalen**學區）

1. Knowledge of subject area 對學科領域的知識
2. Communication skills 溝通技巧
3. Teaching pedagogy 教學方法
4. Ability to activate prior learning

   活化先前學習（學生既有知識與經驗）的能力
5. Planning and organizing for instruction

   教學計畫與組織

Model B – (Whalen, MASS): Criteria for Teacher Evaluation
教師評鑑準則–B 模式 (續)

6. Interpersonal relationships 人際關係
7. Knowledge and use of assessment practices
   對學生評量實務的知識與運用
8. Integrates technology effectively

   有效融入科技於教學
9. Contributes to the life of the school

   對學校生活做出貢獻