

2009 年結合專業發展之教師評鑑國際研討會成果報告

目次

壹、會議緣起.....	1
一、大會緣起與目的.....	2
二、會議主題.....	2
三、會議形式.....	2
四、計畫內容.....	3
貳、會議議程.....	7
一、大會中文議程.....	8
二、大會英文議程.....	16
參、大會議事規則.....	27
一、大會中文議事規則.....	28
二、大會英文議事規則.....	30
肆、專題論壇與主題研討.....	33
一、演講者簡介.....	34
二、演講者資料.....	36
(一)專題論壇 I.....	36
1. Malden 學區的視導與評鑑：教師專業成長循環.....	36
2. 台北美國學校教師評鑑模式的概覽與歷史.....	50
(二)專題論壇 II.....	55
1. Malden 學區的專業成長規劃.....	55
2. 台北美國學校教師評鑑結果之運用與專業成長之回饋.....	77
(三)主題研討 I.....	92
Malden 學區教師專業成長循環：標準.....	92
(四)主題研討 II.....	110
Malden 學區透過課室訪視以督導、檢視及改進教學.....	110
(五)主題研討 III.....	122
台北美國學校評鑑標準與多元資料來源取徑.....	122
(六)主題研討 IV.....	169
台北美國學校運用多元資料來源以回饋與改進教學品質.....	169
三、Malden 公立學校教師評鑑參考資料.....	183
伍、學術研討.....	錯誤! 尚未定義書籤。
一、北區.....	錯誤! 尚未定義書籤。
(一) A 場地論文.....	錯誤! 尚未定義書籤。
(二) B 場地論文.....	錯誤! 尚未定義書籤。
(三) C 場地論文.....	錯誤! 尚未定義書籤。
二、南區.....	錯誤! 尚未定義書籤。
(一) A 場地論文.....	錯誤! 尚未定義書籤。
(二) B 場地論文.....	496
(三) C 場地論文.....	錯誤! 尚未定義書籤。

陸、實務分享.....	錯誤! 尚未定義書籤。
一、評鑑試辦成果之分享.....	錯誤! 尚未定義書籤。
(一) 臺北市立大直高級中學.....	錯誤! 尚未定義書籤。
(二) 高雄市立福山國民中學.....	錯誤! 尚未定義書籤。
(三) 國立新竹教育大學附設實驗國民小學.....	錯誤! 尚未定義書籤。
二、結合專業教師評鑑之專業學習社群.....	錯誤! 尚未定義書籤。
(一) 國立宜蘭高級中學.....	錯誤! 尚未定義書籤。
(二) 高雄市立明華國民中學.....	錯誤! 尚未定義書籤。
(三) 國立東華大學附設實驗國民小學.....	錯誤! 尚未定義書籤。
三、評鑑系統中之教學評量檔案.....	錯誤! 尚未定義書籤。
(一) 桃園縣私立光啟高級中學.....	錯誤! 尚未定義書籤。
(二) 臺北市立信義國民中學.....	錯誤! 尚未定義書籤。
(三) 台中縣立育英國民小學.....	錯誤! 尚未定義書籤。
柒、收錄論文.....	錯誤! 尚未定義書籤。
捌、會議實錄.....	727
玖、建議事項.....	767
拾、回饋表統計分析.....	769
拾壹、附錄.....	777
一、主持人名錄.....	778
二、演講者名錄.....	779
三、學術研討發表人名錄.....	780
四、實務分享學校名錄.....	781
五、論文撰稿人名錄.....	782
六、與會人員名單.....	783
七、工作人員編組.....	804
八、交通資訊.....	805

Table of Contents

I.	About the Conference.....	1
II.	Conference Agenda	7
III.	Conference Rules	27
IV.	The Forum and Plenary Sessions	33
	(I) Induction of Speakers.....	34
	(II) Forum I.....	36
	(III) Forum II.....	55
	(IV) Plenary I	92
	(V) Plenary II.....	110
	(VI) Plenary III.....	122
	(VII) Plenary IV	169
	(VIII) Malden Public Schools Teacher Evaluation Materials.....	183
V.	Paper presentations.....	219
VI.	Sharing of School Practices.....	623
VII.	Relevant Papers.....	681
VIII.	Meeting Minutes.....	727
IX.	Recommendations.....	767
X.	Statistic Analyses of Feedback.....	769
XI.	Appendi.....	777

壹、會議緣起

一、大會緣起與目的

教師專業發展是影響教育成效的關鍵，世界主要國家都將提升教師專業發展視為重要的教育政策，我國亦於民國 95 年 4 月制定「補助試辦教師專業發展評鑑實施計畫」，鼓勵學校與教師自願參加教師專業發展評鑑，以提升教師的專業素養、教學品質以及學生的學習成果。今（98）年教育部續訂「補助辦理教師專業發展評鑑實施要點」，積極推動教師專業發展評鑑，使評鑑持續發揮促進專業成長的功能。

回顧本計畫三年之試辦歷程，參與教師專業發展評鑑的學校與教師業已累積不少本土實施的寶貴經驗，值得作為未來持續推動的參考。而期許教師專業發展評鑑擴大對教師專業發展之促進，教育界關注教師評鑑與專業發展結合可能的模式，以符合不同發展階段教師的專業需求與持續性地成長。

為了研討結合專業發展之教師評鑑相關議題，特舉辦本次國際研討會，邀請國外人士分析教師評鑑的模式與實務，以及國內學界與實務工作者探討教師專業發展評鑑實施的理論與經驗。藉由專題論壇、主題研討、學術研討、實務分享及成果展示等不同形式的交流與討論，秉持他山之石，可以攻錯之精神，期透過國際交流，瞭解目前身處之位置，進一步轉化他國經驗，將其脈絡化地運用於教師評鑑之實施上。冀望本次研討會之辦理，能引發我國推動教師專業發展評鑑制度更多的想法與作法，以引領教育實務工作者開創新的格局。

二、會議主題

本次會議主題為「結合專業發展之教師評鑑」，共有五項主題，分述如下：

- (一) 結合專業發展之教師評鑑模式
- (二) 初任與資深教師專業發展評鑑之實施
- (三) 教師評鑑結果之運用與專業成長之協助
- (四) 教師專業發展評鑑實施之檢視分析
- (五) 教師專業發展評鑑實施之成果分享

三、會議形式

研討會形式規劃為專題論壇、主題研討、學術研討、實務分享、以及成果展示，分述如下：

- (一) 專題論壇

分兩場次，主題為：教師評鑑模式與實施，以及評鑑結果之運用與專業成長之協助。

(二) 主題研討

分四場次，分就麻州 Malden 學區與台北美國學校教師評鑑標準與實施作探討。

(三) 學術研討

分三場次，邀請相關學者檢視分析教師專業發展評鑑實施之相關議題，藉以加強與會者對評鑑與專業發展的認知與交流。

(四) 實務分享

分三場次，主題為：評鑑試辦成果之分享、結合教師評鑑之專業學習社群、評鑑系統中之教學檔案評量，結合成果展示，邀請不同層級學校進行實務分享。

(五) 成果展示

邀請辦理教師專業發展評鑑具有成效之學校，包括高中職、國中及國小等不同層級學校，在會場展示成果，分享經驗。

四、計畫內容

(一) 辦理單位

- 1.主辦單位：教育部
- 2.承辦單位：國立台灣師範大學、中華民國學校行政研究學會
- 3.協辦單位：桃園縣私立光啟高中

(二) 參加人員

- 1.北區：花蓮縣、宜蘭縣、基隆市、臺北市、臺北縣、桃園縣、新竹縣、新竹市、苗栗縣、台中縣、台中市、澎湖縣、金門縣、連江縣等縣市參與教師專業發展評鑑核心學校及續辦學校代表，每校 1 人。
- 2.南區：彰化縣、南投縣、雲林縣、嘉義縣、嘉義市、台南縣、台南市、高雄縣、高雄市、屏東縣、台東縣等縣市參與教師專業發展評鑑核心學校及續辦學校代表，每校 1 人。
- 3.南區：彰化縣、南投縣、雲林縣、嘉義縣、嘉義市、台南縣、台南市、高雄縣、高雄市、屏東縣、台東縣等縣市參與教師專業發展評鑑核心學校及續辦學校代表，每校 1 人。
- 4.主管教育行政機關代表(含教育部、臺北市政府教育局、高雄市政府教育局、縣市政府教育局/處)
- 5.教師專業發展評鑑輔導委員
- 6.關心本議題之國內外相關學者與人士
- 7.承辦學校相關人員
- 8.參加人員以前述參與教師專業發展評鑑核心學校及續辦學校代表為優先，若仍有名額，其他類別人員依報名先後順序接受報名。北區報名人數約 300 人，南區約 250 人，報名人數額滿即不再接受報名。

(三) 辦理日期

北區 2009 年 12 月 1 日（星期二）至 12 月 2 日（星期三）共二天

南區 2009 年 12 月 3 日（星期四）至 12 月 4 日（星期五）共二天

(四) 會議地點

北區：國立台灣師範大學(臺北市大安區和平東路一段 162 號)

南區：崑山科技大學(台南縣永康市大灣路 949 號)

(五) 經費

1. 本計畫所需經費由教育部核撥。

2. 出席人員請給予公差假，往返差旅費由各原服務單位依規定核支。

3. 出席人員請給予公差假，本次研討會北區(新竹市、新竹縣、苗栗縣、台中市、台中縣、花蓮縣、宜蘭縣、澎湖縣、連江縣、金門縣)；南區(南投縣、彰化縣、雲林縣、嘉義市、嘉義縣、屏東縣、台東縣)提供住宿，往返差旅費由各原服務單位依規定核支。

(六) 其他

1. 參加本次研習會之人員給予研習時數 16 小時。

2. 響應環保及節能減碳，與會人員請自備環保杯（會場不提供任何紙杯）。

3. 合於本次研討會提供住宿之與會者，勾選住宿意願後由承辦單位代訂飯店，其住宿費用依國內出差旅費報支要點，補助每人新台幣 1,400 元，請住宿之與會者於會議第一天先行向飯店結帳，於第二天早上會議報到時持二聯式發票向承辦單位提出申請（住宿本會議代訂之飯店住宿費不需補差額）。

4. 住宿承辦單位代訂之住宿飯店，於第 1 天會議結束及第 2 天早上備有交通車接送。

About the Conference

I. Introduction

Since teacher professional development is crucial for schooling, major countries around the world all regard the promotion of teacher professional development as an important educational policy. In Taiwan, the “Teacher Professional Development-Oriented Evaluation Program” was initiated in April, 2006, which encourages schools and teachers to voluntarily participate to enhance teachers’ professional competence, instructional quality, and students’ achievement. The Ministry of Education has continuously implemented the program to ensure that the evaluation can exert its influence on teacher professional development.

Examining the three-year-long process of the program, the participating schools and teachers have accumulated valuable experiences, which are useful for the future sustaining implementation. It is hoped that the evaluation can broaden the effects on teachers’ professional development, and focus on the potential models that integrate teacher evaluation and professional development so as to meet the professional needs and developmental stages of teachers.

In order to explore the related issues about the integration of professional development and teacher evaluation, we hold this international conference, inviting domestic and foreign experts to introduce the models and practices of teacher evaluation as well as practitioners to share their experiences of the program implementation. Through various forms of presentations, such as forums, plenary sessions, paper presentations, and exhibitions, we may have better understanding concerning where we are and the way we can go. We hope that this conference may stimulate new ideas and practices to achieve a further stage of teacher evaluation and professional development.

II. Themes

1. The teacher evaluation models integrated with professional development.
2. The implementation of teacher evaluation for teachers with/without professional status.
3. The use of teacher evaluation results and the assistance for professional development.
4. The implementation analysis of the “Teacher Professional Development-Oriented Evaluation Program”.
5. The sharing of the “Teacher Professional Development-Oriented Evaluation Program” outcomes.

貳、會議議程

一、大會中文議程

2009 年 12 月 1 日(星期二) 北區

時間		場次/主持人/主題/發表人/口譯者	
08:30-09:00	30	報 到	
		地 點：綜合大樓 1 樓入口處	
09:00-09:10	10	開幕式/來賓致詞	
		陳益興 (教育部次長) 郭義雄 (國立台灣師範大學校長) 潘慧玲 (國立臺灣師範大學教育政策與行政所教授、中華民國學校行政研究學會理事長)	
		場 地：綜合大樓 2 樓 202 演講廳	
		專題論壇 I	
09:10-10:50	100	主持人：鄭來長 (教育部國教司副司長) 主 題：Malden 學區的視導與評鑑：教師專業成長循環 主講人：Nancy Kassabian (麻州 Malden 學區副總監) 主 題：台北美國學校教師評鑑模式的概覽與歷史 主講人：Sharon Hennessy (台北美國學校總校長) 口譯者：汪履維 (國立台東大學教育學系教授)	
		場 地：綜合大樓 2 樓 202 演講廳	
		茶 敘	
		場 地：綜合大樓 2 樓 202 演講廳	
11:10-12:40	90	主題研討 I	
		主持人：曾憲政 (國立新竹教育大學校長) 主 題：Malden 學區教師專業成長循環：標準 主講人：Nancy Kassabian (麻州 Malden 學區副總監) 口譯者：汪履維 (國立台東大學教育學系教授)	
		場 地：綜合大樓 2 樓 202 演講廳	
		午 餐	
12:40-13:50	70	學校行政學會會員大會	
		場 地：綜合大樓 2 樓 202 演講廳	場地：教育大樓 9 樓會議室
13:50-15:40	110	主題研討 II	
		主持人：黃新發 (教育部中部辦公室副主任) 主 題：Malden 學區透過課室訪視以督導、檢視及改進教學 主講人：Nancy Kassabian (麻州 Malden 學區副總監) 口譯者：汪履維 (國立台東大學教育學系教授)	
		場 地：綜合大樓 2 樓 202 演講廳	
		茶 敘	
15:40-16:00	20	茶 敘	

2009 年 12 月 1 日(星期二) 北區

時間	場次/主持人/主題/發表人/口譯者
	場 地：綜合大樓 2 樓 202 演講廳
16:00-17:30	學術研討
	A 會場地點：綜合大樓 2 樓 202 演講廳 主持人：謝文全(國立臺灣師範大學教育學系教授) 主題 1 發表人：潘慧玲(國立臺灣師範大學教育政策與行政所教授、中華民國學校行政研究學會理事長) 鄭淑惠(國立臺灣師範大學教育學系助理教授) 陳文彥(國立臺灣師範大學教育學系博士) 主題 2 發表人：顏國樑(國立新竹教育大學教育學系教授) 主題 3 發表人：王秀槐(國立台灣大學師資培育中心教授) 王玉麟(國立台灣大學師資培育中心博士後研究員)
	B 會場地點：教育大樓 2 樓 201 演講廳 主持人：林志成(國立新竹教育大學教育學系教授) 主題 1 發表人：張素貞(國立臺灣師範大學師資培育與就業輔導處助理教授) 主題 2 發表人：張德勝(國立東華大學多元文化教育研究所教授) 主題 3 發表人：謝傳崇(國立新竹教育大學教育學系助理教授) 李芳茹(苗栗縣富田國民小學主任)
	C 會場地點：教育大樓 2 樓 202 國際會議廳 主持人：陳寶山(文化大學教育學系教授) 主題 1 發表人：林明地(國立中正大學教育學研究所教授) 主題 2 發表人：呂鍾卿(國立台中教育大學教育學系教授) 主題 3 發表人：李玉惠(亞洲大學幼兒教育學系助理教授)
17:30	晚 餐

2009 年 12 月 2 日(星期三) 北區

時間		場次/主持人/主題/發表人/口譯者
08:30-09:00	30	報 到 地 點：綜合大樓 1 樓入口處
09:00-10:30	90	主題研討Ⅲ
		主持人：潘慧玲（國立臺灣師範大學教育政策與行政所教授、中華民國學校行政研究學會理事長）
		主 題：台北美國學校評鑑標準與多元資料來源取徑
		主講人：Sharon Hennessy（台北美國學校總校長） 口譯者：汪履維（國立台東大學教育學系教授）
		場 地：綜合大樓 2 樓 202 演講廳
10:30-10:50	20	茶敘/成果展示分享
		場 地：綜合大樓 2 樓 210 展覽廳
10:50-12:40	110	主題研討Ⅳ
		主持人：張新仁（國立高雄師範大學教育學系教授）
		主 題：台北美國學校運用多元資料來源以回饋與改進教學品質
		主講人：Sharon Hennessy（台北美國學校總校長） 口譯者：汪履維（國立台東大學教育學系教授）
		場 地：綜合大樓 2 樓 202 演講廳
12:40-13:40	60	午餐/成果展示分享
		場 地：綜合大樓 2 樓 210 展覽廳
13:40-14:40	60	實務分享
		A 會場地點：綜合大樓 2 樓 202 演講廳 主持人：呂鍾卿（國立台中教育大學教育學系教授） 主 題：評鑑試辦成果之分享 發表學校(一)臺北市立大直高級中學 發表學校(二)高雄市立福山國民中學 發表學校(三)國立新竹教育大學附設實驗國民小學
		B 會場地點：教育大樓 2 樓 201 演講廳 主持人：謝寶梅（國立台中教育大學教育學系教授） 主 題：結合教師評鑑之專業學習社群 發表學校(一)國立宜蘭高級中學 發表學校(二)高雄市立明華國民中學 發表學校(三)國立東華大學附設實驗國民小學

2009 年 12 月 2 日(星期三) 北區

時間		場次/主持人/主題/發表人/口譯者
		C 會場地點：教育大樓 2 樓 202 國際會議廳 主持人：孫敏芝(國立屏東教育大學教育學系教授) 主 題：評鑑系統中之教學檔案評量 發表學校(一)桃園縣私立光啟高級中學 發表學校(二)臺北市立信義國民中學 發表學校(三)台中縣立育英國民小學
14:40-15:00	20	茶敘/成果展示分享 場 地：綜合大樓 2 樓 210 展覽廳
15:00-17:00	120	專題論壇 II 主持人：張德銳(國立臺北市立教育大學教育行政與評鑑研究所教授) 主 題：Malden 學區的專業成長規劃 主講人：Nancy Kassabian (麻州 Malden 學區副總監) 主 題：台北美國學校教師評鑑結果之運用與專業成長之回饋 主講人：Karen Moreau (台北美國學校副總校長) 口譯者：汪履維 (國立台東大學教育學系教授) 場 地：綜合大樓 2 樓 202 演講廳
17:00-17:20	20	綜合座談/閉幕式 主持人：楊昌裕(教育部國教司司長) 潘慧玲(國立臺灣師範大學教育政策與行政所教授、中華民國學校行政研究學會理事長) 場 地：綜合大樓 2 樓 202 演講廳
17:20		賦 歸

2009 年 12 月 3 日(星期四) 南區

時間		場次/主持人/主題/發表人/口譯者
08:30-09:00	30	報 到
		地 點：圖書資訊館 10 樓國際會議廳 接待大廳
09:00-09:10	10	開幕式/來賓致詞
		陳益興 (教育部次長) 潘慧玲 (國立臺灣師範大學教育政策與行政所教授、中華民國學校 行政研究學會理事長))
		場 地：圖書資訊館 10 樓國際會議廳
09:10-10:50	100	專題論壇 I
		主持人：鄭來長 (教育部國教司副司長) 主 題：Malden 學區的視導與評鑑：教師專業成長循環
		主講人：Nancy Kassabian (麻州 Malden 學區副總監)
		主 題：台北美國學校教師評鑑模式的概覽與歷史
		主講人：Sharon Hennessy (台北美國學校總校長) 口譯者：汪履維 (國立台東大學教育學系教授)
		場 地：圖書資訊館 10 樓國際會議廳
10:50-11:10	20	茶 敘
		場 地：圖書資訊館 10 樓國際會議廳 接待大廳
11:10-12:40	90	主題研討 I
		主持人：曾憲政 (國立新竹教育大學校長)
		主 題：Malden 學區教師專業成長循環：標準
		主講人：Nancy Kassabian (麻州 Malden 學區副總監) 口譯者：汪履維 (國立台東大學教育學系教授)
		場 地：圖書資訊館 10 樓國際會議廳
12:40-13:50	70	午 餐
		場 地：圖書資訊館地下一樓餐廳
13:50-15:40	110	主題研討 II
		主持人：黃新發 (教育部中部辦公室副主任)
		主 題：Malden 學區透過課室訪視以督導、檢視及改進教學
		主講人：Nancy Kassabian (麻州 Malden 學區副總監) 口譯者：汪履維 (國立台東大學教育學系教授)
		場 地：圖書資訊館 10 樓國際會議廳
15:40-16:00	20	茶 敘
		場 地：圖書資訊館 10 樓國際會議廳 接待大廳

2009 年 12 月 3 日(星期四) 南區

時間		場次/主持人/主題/發表人/口譯者
16:00-17:30	90	學術研討
		A 會場地點：圖書資訊館 10 樓國際會議廳 主持人：張慶勳(國立屏東教育大學教育行政研究所教授) 主題 1 發表人：謝寶梅(國立台中教育大學教育學系教授) 主題 2 發表人：王瑞璦(國立嘉義大學師資培育中心副教授) 主題 3 發表人：吳金香(中州技術學院幼兒保育系講座教授) 施振典(稻江科技暨管理學院老人福祉學系教授) 張茂源(雲林縣土庫鎮埤腳國小校長)
		B 會場地點：教學與研究大樓 1 樓第一階梯教室 主持人：張素貞(國立臺灣師範大學師資培育與就業輔導處助理教授) 主題 1 發表人：孫敏芝(國立屏東教育大學教育學系教授) 主題 2 發表人：馮莉雅(國立高雄餐旅學院師資培育中心副教授) 主題 3 發表人：何慧群(國立台中教育大學教育學系副教授) 張素女(台中市協和國小教師)
		C 會場地點：教學與研究大樓 1 樓第二階梯教室 主持人：陳寶山(文化大學教育學系教授) 主題 1 發表人：高新建(國立台中教育大學教育學系教授) 江志正(國立台中教育大學教育學系副教授) 主題 2 發表人：陳海泓(國立台南大學教育學系教授) 主題 3 發表人：吳俊憲(靜宜大學教育研究所暨師資培育中心助理教授) 吳錦惠(靜宜大學講師)
17:30		晚 餐

2009 年 12 月 4 日(星期五) 南區

時間		場次/主持人/主題/發表人/口譯者
08:30-09:00	30	報 到 地 點：圖書資訊館 10 樓國際會議廳 接待大廳
09:00-10:30	90	主題研討Ⅲ
		主持人：汪履維(國立台東大學教育學系教授) 主 題：台北美國學校評鑑標準與多元資料來源取徑 主講人：Sharon Hennessy (台北美國學校總校長) 口譯者：汪履維(國立台東大學教育學系教授)
		場 地：圖書資訊館 10 樓國際會議廳
10:30-10:50	20	茶敘/成果展示分享 場 地：圖書資訊館 10 樓國際會議廳 接待大廳
10:50-12:40	110	主題研討Ⅳ
		主持人：趙志揚 (黎明技術學院校長) 主 題：台北美國學校運用多元資料來源以回饋與改進教學品質 主講人：Sharon Hennessy (台北美國學校總校長) 口譯者：汪履維(國立台東大學教育學系教授)
		場 地：圖書資訊館 10 樓國際會議廳
12:40-13:40	60	午餐/成果展示分享 場 地：圖書資訊館 10 樓國際會議廳 接待大廳
13:40-14:40	60	實務分享 A 會場地點：圖書資訊館 10 樓國際會議廳 主持人：馮莉雅(國立高雄餐旅學院師資培育中心副教授) 主 題：評鑑試辦成果之分享 發表學校(一)臺北市立大直高級中學 發表學校(二)高雄市立福山國民中學 發表學校(三)國立新竹教育大學附設實驗國民小學 B 會場地點：教學與研究大樓 1 樓第一階梯教室 主持人：張德勝(國立東華大學多元文化教育研究所教授) 主 題：結合教師評鑑之專業學習社群 發表學校(一)國立宜蘭高級中學 發表學校(二)高雄市立明華國民中學 發表學校(三)國立東華大學附設實驗國民小學

2009 年 12 月 4 日(星期五) 南區

時間		場次/主持人/主題/發表人/口譯者
		C 會場地點：教學與研究大樓 1 樓第二階梯教室 主持人：王瑞璦(國立嘉義大學師資培育中心副教授) 主 題：評鑑系統中之教學檔案評量 發表學校(一)桃園縣私立光啟高級中學 發表學校(二)臺北市立信義國民中學 發表學校(三)台中縣立育英國民小學
14:40-15:00	20	茶敘/成果展示分享 場 地：圖書資訊館 10 樓國際會議廳 接待大廳
15:00-17:00	120	專題論壇 II 主持人：張新仁 (國立高雄師範大學教育學系教授) 主 題：Malden 學區的專業成長規劃 主講人：Nancy Kassabian (麻州 Malden 學區副總監) 主 題：台北美國學校教師評鑑結果之運用與專業成長之回饋 主講人：Karen Moreau (台北美國學校副總校長) 口譯者：汪履維 (國立台東大學教育學系教授) 場 地：圖書資訊館 10 樓國際會議廳
17:00-17:20	20	綜合座談/閉幕式 主持人：楊昌裕 (教育部國教司司長) 潘慧玲(國立臺灣師範大學教育政策與行政所教授、中華民國學校行政研究學會理事長) 場 地：圖書資訊館 10 樓國際會議廳
17:20		賦 歸

二、大會英文議程

Conference Agenda

December 1, 2009 (Tuesday) -Taipei

Time		Session / Chair/ Theme / Speaker/ Translator
08:30-09:00	30	Registration
		Venue: Entrance, Union Building
09:00-09:10	10	Opening Ceremony
		I-Hsing Chen (Deputy Minister, Ministry of Education) Yi-Shun Gou (President, National Taiwan Normal University) Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University)
		Venue: 2F, 202 Auditorium, Union Building
09:10-10:50	100	Forum I
		Chair: Lai-Chang Cheng (Vice Director, Department of Elementary Education, Ministry of Education)
		Topic: Malden Public Schools Supervision and Evaluation: The Professional Growth Cycle
		Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Topic : Overview and History of Teacher Evaluation Model: Taipei American School Speaker: Sharon Hennessy (Superintendent, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
10:50-11:10	20	Venue: 2F, 202 Auditorium, Union Building
		Coffee Break
11:10-12:40	90	Venue: 2F, 202 Auditorium, Union Building
		Plenary Session I
		Chair: Hsieng-Cheng Tseng (President, National Hsinchu University of Education)
		Topic: The Professional Growth Cycle in Malden Public Schools: The Standards Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
12:40-13:50	70	Venue: 2F, 202 Auditorium, Union Building
		Lunch
12:40-13:50	70	Venue: 2F, 202 Auditorium, Union Building

December 1, 2009 (Tuesday) -Taipei

Time		Session / Chair/ Theme / Speaker/ Translator
13:50-15:40	110	Plenary Session II
		Chair: Chin-Fa Huang (Deputy Director, Central Region Office, Ministry of Education)
		Topic: Supervising, Monitoring and Improving Instruction through Classroom Visitations in Malden Public Schools
		Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Venue: 2F, 202 Auditorium, Union Building
15:40-16:00	20	Coffee Break
		Venue: 2F, 202 Auditorium, Union Building
16:00-17:30	90	Paper Presentations
		Session A. Venue: 2F, 202 Auditorium, Union Building
		Chair: Wen-Chyuan Hsieh (Professor, Department of Education, National Taiwan Normal University)
		1. Presenter: Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University) Shu-Huei Cheng (Assistant Professor, Department of Education/ Graduate Institute of Educational Policy and Administration, National Taiwan Normal University) Wen-Yen Chen (Doctor, Department of Education, National Taiwan Normal University)
		2. Presenter: Kou-Liang Yen (Professor, Department of Education, National Hsinchu University of Education)
		3. Presenter: Hsiu-Huia Wang (Professor, Center for Teacher Education, National Taiwan University) Yu-Lin Wang (Post Doctor, Center for Teacher Education, National Taiwan University)
		Session B. Venue: 2F, 201 Conference Room, College of Education
		Chair: Chih-Cheng Lin (Professor, Department of Education, National Hsinchu University of Education)
		1. Presenter: Su-Jen Chang (Assistant Professor, Office of Teacher Education and Career Office, National Taiwan Normal University)
		2. Presenter: Te-Sheng Chang (Professor, Graduate Institute of Multicultural Education, National Dong Hwa University)
		3. Presenter: Chuan-Chung Hsieh (Assistant Professor, Department of Education, National Hsinchu University of Education) Fang-Ju Li (Director, Miaoli County Fu Tian Elementary School)

December 1, 2009 (Tuesday) -Taipei

Time		Session / Chair/ Theme / Speaker/ Translator
		Session C. Venue: 2F, 202 International Conference Hall, College of Education Chair: Bau-San Chen (Professor, Department of Education, Chinese Culture University) 1. Presenter: Ming-Dih Lin(Professor, Graduate Institute of Education, Nation Chung Cheng University) 2. Presenter: Chui-Ching Lu(Professor, Department of Education, National Taichung University) 3. Presenter: Ju-Whei Li(Assistant Professor, Department of Early Child Education, Asia University)
17:30		Dinner

December 2, 2009 (Wednesday) -Taipei

Time		Session / Chair/Theme / Speaker/ Translator
08:30-09:00	30	Registration Venue: Entrance, Union Building
09:00-10:30	90	Plenary Session III Chair: Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University) Topic: TAS Standards Based and Multiple Data Source Approach Speaker: Sharon Hennessy (Superintendent, Taipei American School) Translator: Liu-wei Wang (Professor, Department of Education, National TaiTung University) Venue : 2F, 202 Auditorium, Union Building
10:30-10:50	20	Coffee Break/ Exhibition Venue: 2F, 210 Gallery , Union Building
10:50-12:40	110	Plenary Session IV Chair: Shin-Jen Chang (Professor, Department of Education, National Kaohsiung Normal University) Topic: Examples of Feedback from Multiple Data Source to Improve Quality of Instruction in TAS Speaker: Sharon Hennessy (Superintendent, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University) Venue: 2F, 202 Auditorium, Union Building
12:40-13:40	60	Lunch/ Exhibition Venue: 2F, 210 Gallery, Union Building
13:40-14:40	60	Sharing of School Practices Session A. Venue: 2F, 202 Auditorium, Union Building Chair: Chui-Ching Lu (Professor, Department of Education, National Taichung University) Topic: Sharing of Evaluation Process and Results Presenter: (1)Taipei Municipal Da-Zhi Senior High School (2)Kaohsiung Municipal Fwu-Shan Junior High School (3)Elementary School, National Hsinchu University of Education Session B. Venue: 2F, 201 Conference Room, College of Education Chair: Bao-Mei Shieh (Professor, Department of Education, National Taichung University) Topic: Professional Learning Community Integrated with Teacher Evaluation Presenter: (1)National YiLan Senior High School (2)Kaohsiung Municipal Ming-Hua Junior High School

December 2, 2009 (Wednesday) -Taipei

Time		Session / Chair/Theme / Speaker/ Translator
		(3)The Experimental Primary School of National Dong Hwa University
		Session C. Venue: 2F, 202 International Conference Hall, College of Education Chair: Min-Chih Sun (Professor, Department of Education, National PingTung University of Education) Topic: Assessment of Teaching Portfolio in the Evaluation System Presenter: (1)Pual Hsu Senior High School (2)Taipei Municipal Xin- Yi Junior High School (3)Taichung County Yuh-Ing Elementary School
14:40-15:00	20	Coffee Break/ Exhibition
		Venue: 2F, 210 Gallery , Union Building
15:00-17:00	120	Forum II
		Chair: De-Ruei Chang(Professor, Graduate School of Educational Administration and Evaluation) Topic: Malden Public Schools Professional Development Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Topic: The Use of Teacher Evaluation Results to Inform Professional Development Plans in TAS Speaker: Karen Moreau (Assistant Superintendent for Learning, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Venue: 2F, 202 Auditorium, Union Building
17:00-17:20	20	Closing Ceremony
		Chair: Chang-Yu Yang (Director, Department of Elementary Education, Ministry of Education) Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University)
		Venue: 2F, 202 Auditorium, Union Building
17:20		Departure

December 3, 2009 (Thursday) -Tainan

Time		Session / Chair/Theme / Speaker/ Translator
08:30-09:00	30	Registration
		Venue: 10F, Conference Room, Library & Information Center
09:00-09:10	10	Opening Ceremony
		I-Hsing Chen (Deputy Minister, Ministry of Education)
		Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University)
		Venue: 10F, Conference Room, Library & Information Center
09:10-10:50	100	Forum I
		Chair: Lai-Chang Cheng(Vice Director, Department of Elementary Education, Ministry of Education)
		Topic: Malden Public Schools Supervision and Evaluation: The Professional Growth Cycle
		Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools)
		Topic: Overview and History of Teacher Evaluation Model: Taipei American School
		Speaker: Sharon Hennessy (Superintendent, Taipei American School)
		Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
Venue: 10F, Conference Room, Library & Information Center		
10:50-11:10	20	Coffee Break
		Venue: 10F, Conference Room, Library & Information Center
11:10-12:40	90	Plenary Session I
		Chair: Hsieng-Cheng Tseng (President, National Hsinchu University of Education)
		Topic: The Professional Growth Cycle in Malden Public School: The Standards
		Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools)
		Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
Venue: 10F, Conference Room, Library & Information Center		
12:40-13:50	70	Lunch
		Venue: B1, Restaurant, Library & Information Center

December 3, 2009 (Thursday) -Tainan

Time		Session / Chair/Theme / Speaker/ Translator
13:50-15:40	110	Plenary Session II
		Chair: Chin-Fa Huang (Deputy Director, Central Region Office, Ministry of Education)
		Topic: Supervising, Monitoring and Improving Instruction through Classroom Visitations in Malden Public School
		Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Venue: 10F, Conference Room, Library & Information Center
15:40-16:00	20	Coffee Break
		Venue: 10F, Conference Hall, Library & Information Center
16:00-17:30	90	Paper Presentations
		Session A. Venue: 10F, Conference Room, Library & Information Center
		Chair: Ching-Shiun Chang(Professor, Graduate Institute of Education Administration, National PingTung University of Education)
		1. Presenter: Bao-Mei Shieh (Professor, Department of Education, National Taichung University) 2. Presenter: Jui-Hsun Wang(Associate Professor, Teacher Education Center, National Chiayi University) 3. Presenter: Jin-Shiang Wu(Professor, Department of Early Childhood Educare, Chung Chou Institute of Technology) Cheng-Tien Shih(Professor, Department of Applied Gerontology, ToKo University) Mao-Yuan Chang(Principal, Yunlin Country Tuku Town Pijiao Elementary School)
		Session B. Venue: 1F,Classroom 1, T&R Building
		Chair: Su-Jen Chang(Assistant Professor, Office of Teacher Education and Career Office, National Taiwan Normal University)
		1. Presenter: Min-Chih Sun (Professor, Department of Education, National PingTung University of Education) 2. Presenter: Li-Yia Feng(Associate Professor, Teacher Education Center, National Kaohsiung Hospitality College) 3. Presenter: Hui-Chung Ho(Associate Professor, Department of Education, National Taichung University) Su-Ju Chang(Teacher, TaiChung Municipal Sie-He Elementary School)

December 3, 2009 (Thursday) -Tainan

Time	Session / Chair/Theme / Speaker/ Translator
	Session C. Venue: 1F,Classroom 2, T&R Building Chair: Bau-San Chen(Professor, Department of Education, Chinese Culture University) 1. Presenter: Shin-Jian Gau(Professor, Department of Education, National Taichung University) Chih-Cheng Chiang(Associate Professor, Department of Education, National Taichung University) 2. Presenter: Hai-Hon Chen (Professor, Department of Education, National university of Tainan) 3. Presenter: Chun-Hsien Wu(Assistant Professor, Center for Teacher Education, Providence University) Jin-Huei Wu (Lecturer, Center for Teacher Education, Providence University)
17:30	Dinner

December 4, 2009(Friday) -Tainan

Time		Session / Chair/Theme / Speaker/ Translator
08:30-09:00	30	Registration
		Venue: 10F, Conference Hall, Library & Information Center
09:00-10:30	90	Plenary Session III
		Chair: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Topic: TAS Standards Based and Multiple Data Source Approach
		Speaker: Sharon Hennessy (Superintendent, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Venue: 10F, Conference Room, Library & Information Center
10:30-10:50	20	Coffee Break/ Exhibition
		Venue: 10F, Conference Hall, Library & Information Center
10:50-12:40	110	Plenary Session IV
		Chair: Chih-Yang Chao (President, Lee Ming Institute of Technology)
		Topic: Examples of Feedback from Multiple Data Source to Improve Quality of Instruction in TAS
		Speaker: Sharon Hennessy (Superintendent, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University)
		Venue: 10F, Conference Room, Library & Information Center
12:40-13:40	60	Lunch/ Exhibition
		Venue: 10F, Conference Hall, Library & Information Center
13:40-14:40	60	Sharing of School Practices
		Session A. Venue: 10F, Conference Room, Library & Information Center
		Chair: Li-Yia Feng(Associate Professor, Teacher Education Center, National Kaohsiung Hospitality College)
		Topic: Sharing of Evaluation Process and Results Presenter: (1)Taipei Municipal Da-Zhi Senior High School (2)Kaohsiung Municipal Fwu-Shan Junior High School (3)Elementary School, National Hsinchu University of Education
		Session B. Venue: 1F,Classroom 1, T&R Building Chair: Te-Sheng Chang (Professor, Graduate Institute of Multicultural Education, National Dong Hwa University) Topic: Professional Learning Community Integrated with Teacher Evaluation Presenter: (1)National YiLan Senior High School (2)Kaohsiung Municipal Ming-Hua Junior High School

December 4, 2009(Friday) -Tainan

Time		Session / Chair/Theme / Speaker/ Translator
		(3)The Experimental Primary School of National Dong Hwa University
		Session C. Venue: 1F,Classroom 2, T&R Building Chair: Jui-Hsun Wang (Associate Professor, Teacher Education Center, National Chiayi University) Topic: Assessment of Teaching Portfolio in the Evaluation System Presenter: (1) Pual Hsu Senior High School (2)Taipei Municipal Xin- Yi Junior High School (3)Taichung County Yuh-Ing Elementary School
14:40-15:00	20	Coffee Break/ Exhibition Venue: 10F, Conference Hall, Library & Information Center
15:00-17:00	120	Forum II Chair: Shin-Jen Chang (Professor, Department of Education, National Kaohsiung Normal University) Topic: Malden Public Schools Professional Development Speaker: Nancy Kassabian (Assistant Superintendent, Malden Public Schools) Topic: The Use of Teacher Evaluation Results to Inform Professional Development Plans in TAS Speaker: Karen Moreau (Assistant Superintendent for Learning, Taipei American School) Translator: Liu-Wei Wang (Professor, Department of Education, National TaiTung University) Venue: 10F, Conference Room, Library & Information Center
17:00-17:20	20	Closing Ceremony Chair: Chang-Yu Yang (Director, Department of Elementary Education, Ministry of Education) Hui-Ling Pan (Professor, Graduate Institute of Educational Policy and Administration, National Taiwan Normal University) Venue: 10F, Conference Room, Library & Information Center
17:20		Departure

參、大會議事規則

一、大會中文議事規則

(一) 專題論壇

共兩場，依主題不同區分如下：

1. 主題：Malden 學區的視導與評鑑：教師專業成長循環/台北美國學校教師評鑑模式的概覽與歷史
 - 主持人介紹時間 10 分鐘；主講人演講時間每人各 30 分鐘；口譯人員翻譯時間 30 分鐘。
2. 主題：Malden 學區的專業成長規劃/台北美國學校教師評鑑結果之運用與專業成長之回饋
 - (1) 主持人介紹時間 10 分鐘；主講人演講時間每人各 30 分鐘；口譯人員翻譯時間 30 分鐘；自由提問討論時間共 20 分鐘。
 - (2) 自由提問每次發言限 3 分鐘。

(二) 主題研討

共四場，依主題不同區分如下：

1. 主題：Malden 學區教師專業成長循環：標準
 - 主持人介紹時間 10 分鐘；主講人演講時間 50 分鐘；口譯人員翻譯時間 30 分鐘。
2. 主題：Malden 學區透過課室訪視以督導、檢視及改進教學
 - (1) 主持人介紹時間 10 分鐘；主講人演講時間 50 分鐘；口譯人員翻譯時間 30 分鐘；自由提問討論時間共 20 分鐘。
 - (2) 自由提問每次發言限 3 分鐘。
3. 主題：台北美國學校評鑑標準與多元資料來源取徑
 - 主持人介紹時間 10 分鐘；主講人演講時間 50 分鐘；口譯人員翻譯時間 30 分鐘。
4. 主題：台北美國學校運用多元資料來源以回饋與改進教學品質
 - (1) 主持人介紹時間 10 分鐘；主講人演講時間 50 分鐘；口譯人員翻譯時間 30 分鐘；自由提問討論時間共 20 分鐘。
 - (2) 自由提問每次發言限 3 分鐘。

(三) 學術研討(星期二、星期四)

1. 各場次主持人介紹 10 分鐘；每一場次發表人報告 20 分鐘；自由提問討論時間 20 分鐘。
2. 發表人報告時間限 20 分鐘，於第 18 分鐘時，響短鈴一聲，結束時響長鈴一聲。
3. 自由提問每次發言限 3 分鐘。

(四) 實務分享(星期三、星期五)

1. 各場次主持人介紹 5 分鐘；每一場次發表人報告 15 分鐘；自由提問討論時間各 10 分鐘。
2. 發表人報告時間限 15 分鐘，於第 13 分鐘時，響短鈴一聲，結束時響長鈴一聲。
3. 自由提問每次發言限 3 分鐘。

二、大會英文議事規則

Conference Rules

Conference rules are as follows:

Forum

I. Topic: Malden Public Schools Supervision and Evaluation: The Professional Growth Cycle/ Overview and History of Teacher Evaluation Model: Taipei American School

10 minutes are allocated to the chair, 30 minutes to each speaker, and 30 minutes to the translator.

II. Topic: Malden Public Schools Professional Development / The Use of Teacher Evaluation Results to Inform Professional Development Plans in TAS

1. 10 minutes are allocated to the chair, 30 minutes to each speaker, 30 minutes to the translator, and 20 minutes to open discussion.
2. Open discussion is limited in 3 minutes for each turn.

Plenary Session

I. Topic: The Professional Growth Cycle in Malden Public Schools: The Standards

10 minutes are allocated to the chair, 50 minutes to the speaker, and 30 minutes to the translator.

II. Topic: Supervising, Monitoring and Improving Instruction through Classroom Visitations in Malden Public Schools

1. 10 minutes are allocated to the chair, 50 minutes to the speaker, 30 minutes to the translator, and 20 minutes to open discussion.
2. Open discussion is limited in 3 minutes for each turn.

III. Topic: TAS Standards Based and Multiple Source Approach

10 minutes are allocated to the chair, 50 minutes to the speaker, and 30 minutes to the translator.

IV. Topic: Examples of Feedback from Multiple Data Source to Improve Quality of Instruction in TAS

1. 10 minutes are allocated to the chair, 50 minutes to the speaker, 30 minutes to the translator, and 20 minutes to open discussion.
2. Open discussion is limited in 3 minutes for each turn.

Paper Presentation (Tuesday, Thursday)

1. Speeches: for each session, 10 minutes are allocated to the chair, 20 minutes to each presenter, and 20 minutes to open discussion.
2. For each session, 20 minutes are allocated to the presenter. There will be one short ring at the 18th minute, and one long ring at the end, when the speaker should stop.
3. Open discussion is limited in 3 minutes for each turn.

Sharing of School Practices (Wednesday, Friday)

1. Speeches: for each session, 5 minutes are allocated to the chair, 15 minutes to each presenter, and 10 minutes to open discussion.
2. For each session, 15 minutes are allocated to the presenter. There will be one short ring at the 13th minute, and one long ring at the end, when the speaker should stop.
3. Open discussion is limited in 3 minutes for each turn.

肆、專題論壇與主題研討

一、演講者簡介

• **Nancy Kassabian**

(Assistant Superintendent of the Malden Public Schools)



Nancy Kassabian majored in Foreign Languages at the Graduate of Simmons College, and got Master's degree from Tufts University, M. Ed in Education.

Born to first generation immigrants and raised in a bilingual and bicultural Armenian home, Nancy has the passion for learning and teaching languages. Therefore she taught French, Latin, Spanish and English as Second Language to all levels and had served as the Foreign Languages Department Head from 1995-2001, Director of Foreign Languages, World Cultures, and International Relations from 2001-2006. Eventually she entered into the field of educational administration, and now is as her present role. Since 1999, she served as the adjunct lecturer and a cooperative teacher and supervisor of student teachers in Tufts Graduate School of Education, and now she is the assistant superintendent of the Malden Public Schools, the workshop presenter in the area of mentoring, induction programs, supervision, evaluation, technology, curriculum, instruction and assessment at the state and regional levels, the facilitator of workshops and courses on leadership, and professional learning communities.

• **Dr. SHARON HENNESSY**

(Superintendent, Taipei American School)



Dr. Sharon Hennessy has led the best public and private schools in the United States for twenty-five years. She was for many years an adjunct faculty member at Boston University, where she was recognized with the Excellence in Educational Leadership Award from the University Council for Educational Administration.

She held a joint appointment from the United States Secretary of Defense and the Secretary of Education and served on the School Board for the Departments of Defense Dependent School System world-wide. She holds five graduate degrees, the most recent from Harvard.

• **KAREN MOREAU**

(Assistant Superintendent for Learning, Taipei American School)



Karen Moreau has been involved in curriculum and professional development since 1987 and in international curriculum since 1998. She is currently the Assistant Superintendent for Learning at Taipei American School (TAS). Prior to this she was Director of Curriculum and Professional Development at Academia Cotopaxi in Quito, Ecuador; Curriculum Coordinator at International School of Bangkok; and Curriculum Coordinator in Federal Way school district in Washington State, USA. She has been an international consultant in curriculum, assessment, professional development and differentiated instruction as well as presenting workshops at numerous conferences around the world. She has worked with schools to develop curricula based on the principles of American education, international education and the three IB programs. She has taught at all levels of education - elementary, middle, high school and college. Karen resides with her husband, Paul and two cats in Taipei, Taiwan.

二、演講者資料

(一)專題論壇 I

1. Malden 學區的視導與評鑑：教師專業成長循環 (Malden Public Schools Supervision and Evaluation: The Professional Growth Cycle)



Malden Public Schools Supervision and Evaluation: The Professional Growth Cycle

Malden學區的視導與評鑑：
教師專業成長循環

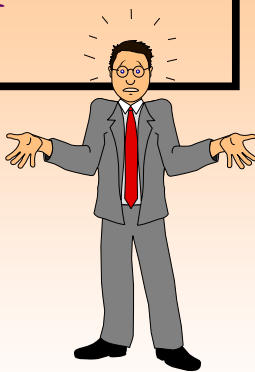


**Nancy Kassabian, Assistant
Superintendent
Malden Public Schools
Malden, Massachusetts**



THE SUPERVISION AND EVALUATION PROCESS..... 視導與評鑑的過程

- **WHY?** 為什麼要評鑑?
- **WHAT?** 要評鑑些什麼?
- **WHO?** 誰來實施評鑑?
- **HOW?** 如何進行評鑑?
- **WHEN?** 何時實施評鑑?



WHY ARE TEACHERS

EVALUATED? 為什麼教師要接受評鑑?

- **By order of state law / regulation**
依據州的法律規範 / 規定
- **A formal process** 是一個正式的過程
- **A Collective Bargained Agreement with the Malden Education Association (teachers' union)**
- 是與一份Malden教育協會(教師工會)共同協議的合約

4

WHY DO WE EVALUATE?

為什麼我們要實施評鑑?

- **Provide constructive feedback**
提供建設性的回饋
- **Recognize and help reinforce outstanding service**
認可並協助強化優質服務
- **Provide direction for staff development** 提供教職員發展的方向
- **Provide evidence that meets professional standards**
提供符合專業發展標準的證據
- **Screen out unqualified personnel**
篩選出不合格的人員

5

Teacher evaluation is an event within a larger system of constant examination and improvement of teaching.

教師評鑑是一項活動，包含在不斷檢視及改進教學的較大的系統中。

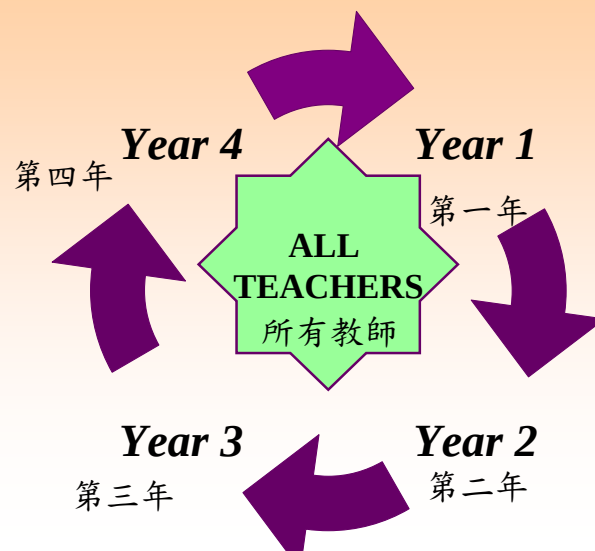
The emphasis of the “cycle” of events in different years is professional growth.

在「循環歷程」中不同年段進行的活動所強調的是專業成長。

6

**Malden's Supervision and Evaluation Process:
“The Professional Growth Cycle”**

Malden學區的視導與評鑑過程：教師專業成長循環



7



Evaluation Graphic



It is: 教師專業成長循環的內涵是…

- **A collaborative opportunity to discuss and improve effective teaching practice.**
它是個探討並增進有效教學的合作機會
- **It is designed to maximize student learning through the continuous improvement of enhancement of the professionalism and accountability of teachers,**
教師專業成長循環歷程係透過持續改善、增進教師專業能力與課責，以使學生之學習極大化
- **and the ongoing refinement of the instructional program to assist all students in performing at high levels.**
並且持續的修正教學方案以協助所有學生有高水準的表現

9

Because the integrity of the professional growth process is critical to the success of a school district, the process identified by the Malden Public Schools supports the goals and ideals of the School Committee, Superintendent, administration, faculty, parents and community-at-large as represented in the Malden Public School District's Strategic Plan. (please refer to the 2009-2010 Strategic Plan Document)

因為教師專業成長過程的健全對學區的成功是十分關鍵的，因此，由Malden學區所建立的教師專業成長過程便是扮演著支持學區委員會、學區總監、行政單位、教職員、家長及整個社區的共同目標與理想的作用，詳如Malden公立學校學區的策略計畫。(請參考2009年-2010年策略計畫文件)

10

Connections to Professional Development 與專業發展的連結

- **It should be noted that, over the past several years, the Malden district has made available to teachers courses in Research for Better Teaching's "The Skillful Teacher," which is the basis for the principles for teaching and learning that influenced the development of the newest standards for Massachusetts teachers.**

值得注意的是，過去的幾年，Malden學區提供教師由「更佳教學研究」(一間提供在職教師及行政人員專業發展的民間機構)所發展的進修課程——「有技巧的教師」。它是教學及學習原則的基礎，影響了麻州地區教師專業發展的標準的發展

- **Professional Development is also aligned to Strategic Plan – District Goals**

教師專業發展也要與策略計畫——學區目標一致

11

Administrators' Professional Development 行政人員的專業發展

- **All administrators in coursework for “Observing and Analyzing Teaching”**
所有行政人員都要修讀「觀察及分析教學」的課程
- **It is aligned to “The Skillful Teacher”**
與「有技巧的教師」的標準一致
- **All administrators trained in common language / common district teaching and learning strategies**
以共同的語言/共同的學區教學及學習策略來訓練所有的行政人員

12

IDEALLY... 理想的情況是…
**IT SERVES TO UNIFY TEACHERS
AND
ADMINISTRATIVE PERSONNEL
IN THEIR COLLECTIVE EFFORTS
TO EDUCATE STUDENTS**

它能夠讓老師與行政人員共同的努力整合起來，以教育學生



13

WHO IS EVALUATED? 誰接受評鑑? **EVERYONE! 每個人!**

- **Teachers and Administrators** 教師及行政人員
- **Teachers and Administrators via Contractual Bargained Agreement (Teachers' Contract)**
教師及行政人員透過合約的團體協商簽署達成教師合約的協議
 - **Malden's Professional Growth Cycle**
Malden的專業成長循環
 - **Four Year Cycle** 四年期循環
 - 第一年 » **Year One: All Standards** 所有標準
 - 第二年 » **Year Two: Professional Goal** 專業目標
 - 第三年 » **Year Three: One Standard** 單一標準
 - 第四年 » **Year Four: Professional Goal** 專業目標

14

WHO DOES THE EVALUATING? **誰負責評鑑工作?**

- Administrators: 行政主管:**
- **Superintendent** 學區總監
 - **Assistant Superintendent** 副總監
 - **Principal** 校長
 - **Assistant Principal**, 副校長
 - **Curriculum / Program Director**
課程/學程主任

15

HOW? 如何實施評鑑?

- **Every teacher is assigned to the Cycle**
每位教師皆被分配至循環系統中
- **Non-tenured teachers are on “Year 1” for three years**
未達長聘的教師在循環系統中以「第一年」的方式進行評鑑，為期三年
- **All teachers move in the cycle each year unless standards are not met**
除非未達標準，所有教師每年都在循環系統中輪轉
- **Teachers can be put on a Performance Improvement Plan**
教師們可以被安置在表現改進計畫中

16

Year One: Non-Tenured Staff

第一年：非長聘的教師

- **Non-tenured staff (under three year in the district) on Year One for three years**
非長聘的教師(即在學區內年資未滿三年)要以循環系統中的第一年方式進行評鑑，為期三年
- **The process involves a minimum of three observations and an evaluation based on the observations with pre and post conferences**
這個過程至少包含三次觀察及根據該觀察前後會議所做的一次評鑑

Year One: Tenured Staff

第一年：長聘的教師

- **Tenured Staff on Year 1 of Cycle**

長聘的教師是處於循環系統中的第一年

- **Observed once (1) with pre and post conferences**

被觀察一次並且有觀察前會議及觀察後會議

One evaluation completed on the all standards: Planning, Instruction, Curriculum, Management, Motivation, Equity

所做的一次評鑑涵蓋了所有的標準內容：

課程規劃、教學活動、課程、教室經營、引起動機及維護均等

18

WHAT IS THE PROCESS ?

評鑑的流程為何？

- **A pre-observation conference** 觀察前會議

- **Non-tenured: three observations by the designated supervisor during a specified time period**

非長聘：在某個特定時段由指派的學區視導人員所做的三次觀察

- **A written report of the findings** 評鑑結果書面報告

- **Post-observation conference:** 觀察後會議

- **Feedback to the teacher** 給予教師回饋

- **Commendations / Recommendations / Expectations**
稱讚/建議/期待

- **A Formal evaluation based on evidence from the observations** 依據觀察的結果所做的正式評鑑

19

A CLASSROOM OBSERVATION IS A CHANCE TO... 教室觀察是個機會可以...

- **see the interaction between teacher and students**
觀察師生間的互動
- **observe how the teacher engages the students in learning**
觀察教師如何引導學生投入學習
- **observe how the teacher establishes and maintains standards of conduct**
觀察教師如何建立並維持行為標準

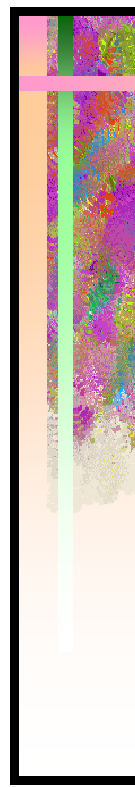
20

What does the write-up look like? 評鑑報告長什麼樣子?

- **A report in narrative form with statements concerning the standards all backed by evidence observed:**
 - **Evidence: directly observed, direct quotes, samples of handouts, notes, activities, lesson plans, etc.**
評鑑報告以敘事的方式撰寫，依照觀察到的證據陳述標準所規範的項目。
 - 證據：直接觀察到的、直接的引述、講義的樣本、筆記、活動、單元教學計畫等

21

- 
- Malden Public Schools'
Observation Record



Teacher Sample Evaluation Report

YEAR TWO AND YEAR FOUR: 第二、四年

SETTING GOALS: 設定目標

- **A goal is designed between the teacher and the administrator**
目標是由教師和行政人員協同設計的
- **It is aligned with the District Goals (see Strategic Plan)**
目標與學區目標一致(見策略計畫)
- **Planning, Implementation, Evaluation at the end of the year**
計畫、執行與年終的評鑑

24

Professional Development Options:

教師專業發展發展選項

- **Peer Reflective Conversation**
同儕省思對話
- **Peer Visit With Reflection**
- **同儕課室訪視省思**
- **Professional Visits**
- **專業課室訪視**
- **Action Research行動研究**
- **Study Group學習群組**
- **Audio/Videotaping錄音、錄影**
- **Delivery of Workshops / Courses工作坊或課程**

YEAR THREE: FOCUS ON ONE STANDARD 第三年：針對標準之一

PROCESS: 過程：

- **Pre-conference** 觀察前會議
- **One observation** 一次觀察
- **Written account of observation with commendations / recommendations on ONE of the six standards**

針對六項標準中的其中一項，以正面的稱讚或建議的方式撰寫觀察到的結果

- **Post-conference** 觀察後會議

27

Personnel File 個人檔案

- **All signed documents become part of the personnel file of the teacher**

所有簽署過的文件都將成為教師個人檔案的一部分

- **The teacher is allowed to make comments**

老師可以發表個人意見

- **Both parties must sign within the designated time period**

雙方在指定的時間必須簽名確認

28

EVALUATION OF TEACHERS 教師評鑑

COMMUNICATING 溝通

WHAT THE STUDENTS SHOULD BE EXPERIENCING

學生應該體驗到什麼？

****See Standards Presentation**

請參考「標準」的簡報檔



2.台北美國學校教師評鑑模式的概覽與歷史
(Overview and History of Teacher Evaluation Model: Taipei American School)

Overview of Teacher Evaluation 教師評鑑模式的概覽與歷史



Dr. Sharon Hennessy 韓雪倫
Superintendent 總校長
Taipei American School 台北美國學校

Why do we need evaluation? 我們為何需要教師評鑑?

- To satisfy the human need for improvement
為了求進步
- To satisfy the school need for accountability
為了使學校更完善



What questions should an evaluation system answer? 良好的評鑑系統可以得到哪些答案?

1. How can I do better?
我怎樣可以做得更好?
2. Is this the best that there can be for this institution?
對學校而言, 這是否是最好的?
3. Are we doing the best we can for our students?
我們是否盡全力為學生付出?



Who should be evaluated? 被評鑑的對象是誰?

Everyone in the institution should be held accountable: superintendent, governing authority, teachers, staff members

所有學校的相關人員: 總校長, 學校董事會, 所有教師與職員



Superintendent Evaluation 總校長評鑑



1. INTERACTIONS WITH FACULTY 與教師的互動

- a. Ability to relate to teaching staff. 能與教師保持聯繫
- b. Communicates effectively with teaching staff 與教師間的溝通能力
- c. Understands climate of school as relates to faculty morale
充分了解學校的氣氛, 因為這關係到學校教師的士氣
- d. Visible and accessible to faculty 教師可以常見到並與總校長互動
- e. Ability to retain good faculty 留任優秀教師的能力
- f. Ability to recruit new faculty 聘僱新教師的能力
- g. Success in expanding venues for TAS recruiting 成功擴展教師聘用的場合
- h. Ability to use data and research to evaluate faculty compensations levels
能運用資料與分析方式來評鑑教師應得的薪資福利
- i. Ability to make faculty feel respected 能得到教師的尊重
- j. Ability to link Professional Development funding to student learning needs
能將教師專業發展的經費有效運用在學生學習需求上
- k. Ability to implement rigorous teacher evaluation processes and identify
problem areas 能實行嚴格的教師評鑑並發現問題所在
- l. Success in aligning faculty recognition and celebration events with faculty
preferences and needs 成功將教師的喜好和需要與教師表揚、慶祝活動相結合

2. INTERACTIONS WITH ADMINISTRATORS

與學校行政管理人員的互動



- a. Ability to relate to administrative team 能維持良好的溝通
- b. Ability to motivate administrators to high levels of professionalism
and commitment to TAS 能夠引導激發行政管理人員的高度專業力
並使其對更全心致力於學校的事務
- c. Success in evaluating appropriateness of current admin
organizational structure 能成功評鑑現有的行政管理組織結構
- d. Success in building cohesive administrative team 成功凝聚的向心力
- e. Ability to recruit new administrators 能聘任新的行政管理人員
- f. Ability to retain good administrators 能留任優秀的行政管理人員
- g. Ability to delegate appropriately to administrative team members 能
適當地授權
- h. Visible and accessible to Admin Team members 行政管理人員能常
見到並與總校長互動
- i. Ability to have Admin Team members feel ownership of their areas of
responsibility 能讓行政管理人員各有所司
- j. Ability to assure accountability of each Admin Team member for their
areas of responsibility 能讓行政管理人員克盡厥職

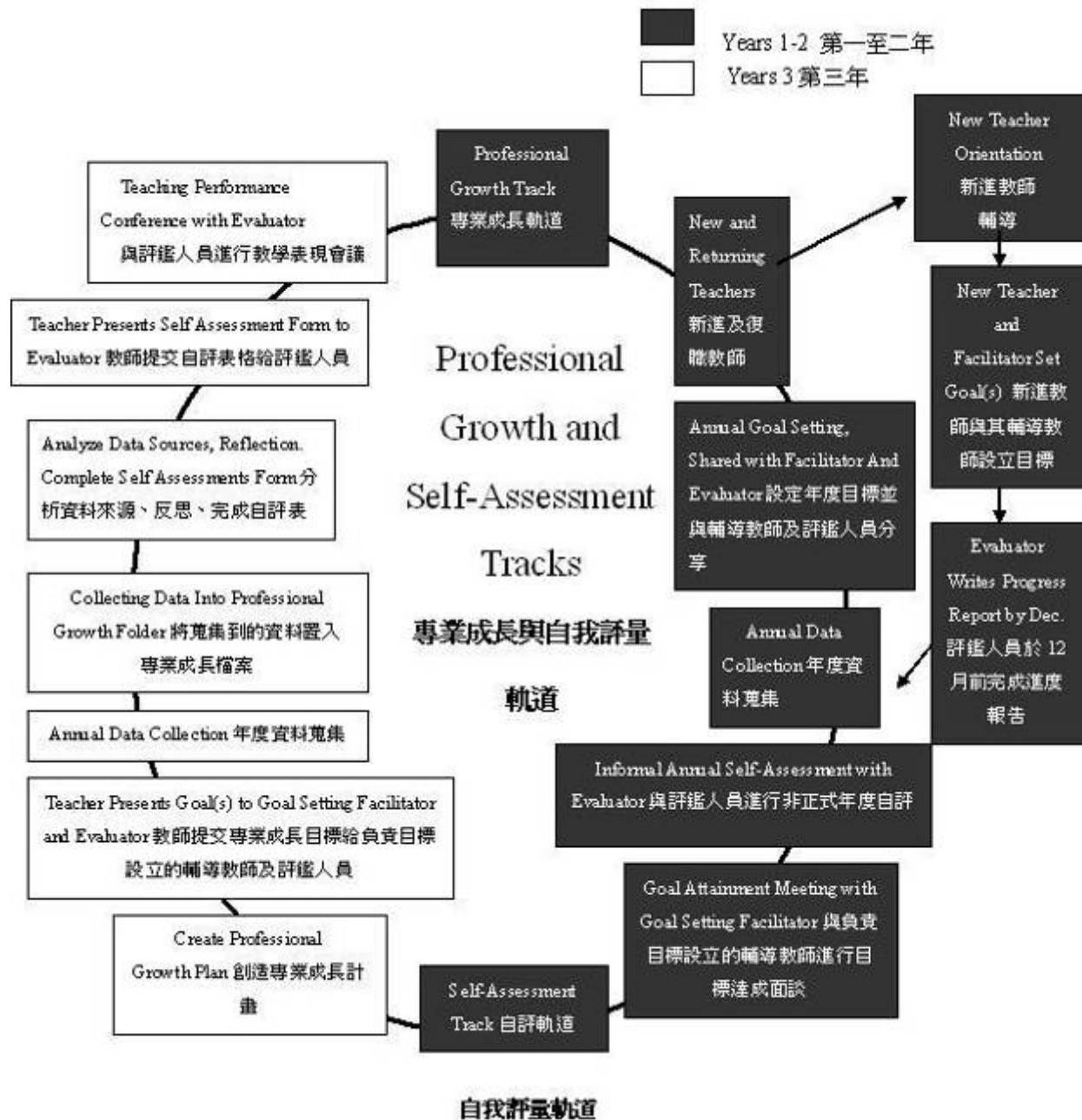
Conclusions 結論

1. Evaluation is a response to a human need
評鑑是基於需求
2. Evaluation is a response to a moral
institutional requirement
評鑑是基於對教育單位的道德要求
3. Education has a responsibility to have
students at the center of all we do
教育的責任是將學生放在第一位



Teacher Evaluation
教師評鑑
Three Tracks for Professional Growth and Evaluation
教師專業成長與評鑑的三個軌道

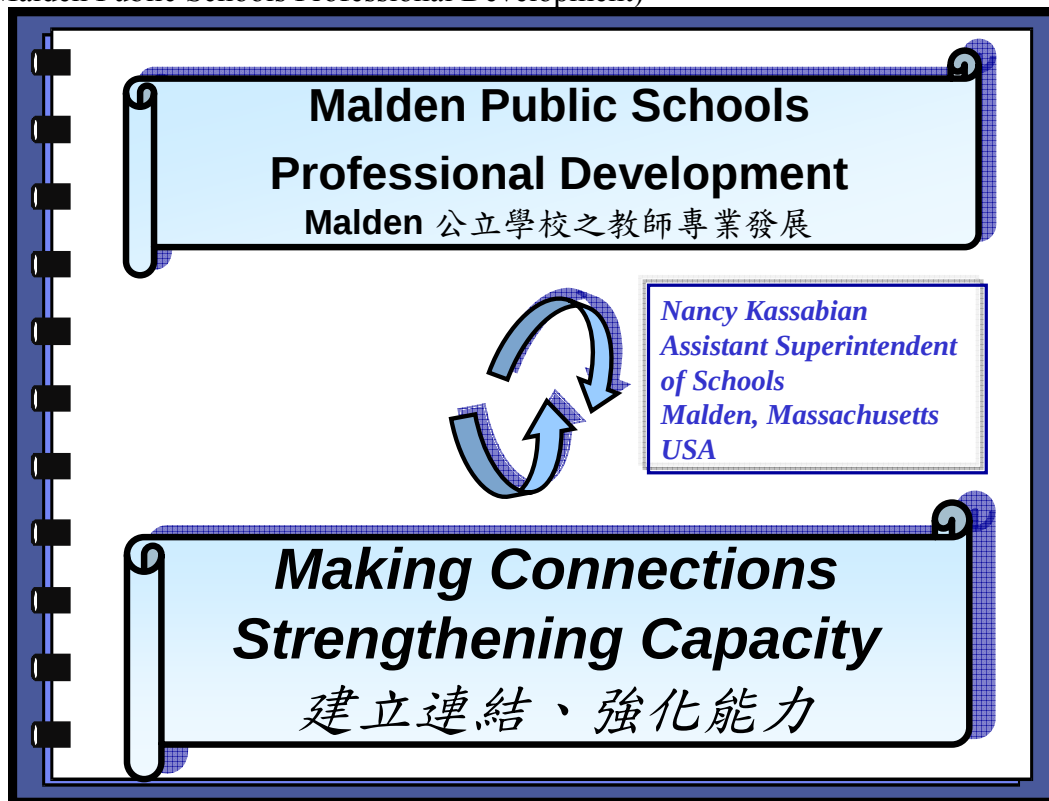
1. New Teacher Track 新進教師軌道
2. Professional Growth Track 專業成長軌道
3. Self-Assessment Track 自我評量軌道



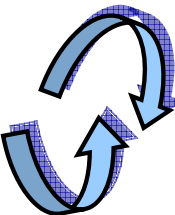
(二)專題論壇 II

1. Malden 學區的专业成長規劃

(Malden Public Schools Professional Development)



Malden Public Schools
Professional Development
Malden 公立學校之教師專業發展



Nancy Kassabian
Assistant Superintendent
of Schools
Malden, Massachusetts
USA

Making Connections
Strengthening Capacity
建立連結、強化能力



Professional Development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development.

www.deet.nt.goe.au Building Bridges 2000

教師專業發展扮演著橋樑的角色，它是介於準教師及有經驗的教學者在其目前及未來將必須符應指導所有學生達到較高學習及發展標準之新挑戰之間的橋樑。

Agenda

議題

- **Guiding Principles –**
 - **Where Are The Connections?**
 - **What Are The Models?**
 - **How Has Malden Facilitated PLC's**
 - **What Are The Roles Of The Leadership Team Members?**

指導方針—

- 連結點在哪裡？
- 模式為何？
- Malden學區如何促進教師學習社群？
- 領導團隊成員的角色定位是什麼？

Effective, High Quality Professional Development in Malden is.....

Malden學區認為有效且高品質的教師專業發展是…

- ☐ **Purposeful** 有目的的
- ☐ **Ongoing & Intensive** 持續且密集的
- ☐ **Collaborative...including everyone on the faculty**
合作的，包含每位教職同仁
- ☐ **Focused on the analysis and continuous improvement of instruction and student work (Professional Growth Cycle / Visitation Guides)**
著重於教師教學以及學生任務的分析及持續改進
(教師專業成長循環/課室訪視手冊)
- ☐ **Aligned with district and school goals and initiatives**
與學區、學校目標及倡導方案相呼應

Malden P.D. Assessment Checklist

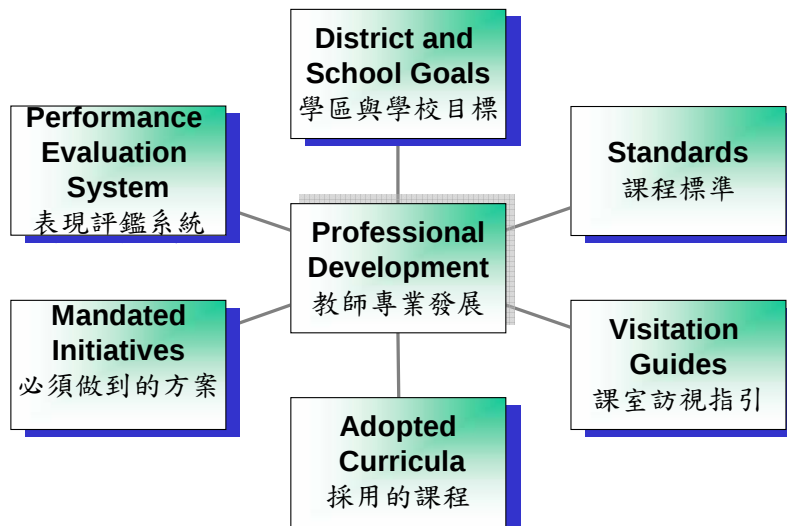
Malden學區教師專業發展評估檢核表

Professional Development.... 教師專業發展是否…

- ☐ **a teacher-centered model?** 以教師為中心的模式?
- ☐ **an organization-wide, collaborative learning opportunity?** 是一種全機構的、合作學習的機會?
- ☐ **based on teacher research and inquiry?**
以教師研究與探索為基礎?
- ☐ **embedded in classrooms; often launched by workshops?** 植基在教室之中；常以工作坊模式開始?
- ☐ **focused on practical tasks of instruction and assessment?** 著重在實際教學與評估工作?
- ☐ **consistently monitored, with ongoing feedback and follow-up?** 以持續的回饋與後續動作，來繼續追蹤監督?

Making Connections: PD is Integrated and Aligned

建立連結：整合且一貫的專業發展



District Role and Goals

學區角色與目標

“... professional development works best when it is part of a system wide effort to improve and integrate the recruitment, selection, preparation, initial licensing, induction, ongoing development and support, and advanced certification of educators.”

「教師專業發展運作的最佳狀況是：當教師專業發展成為整體系統努力之一部份，而得以改進或整合以下工作：招募、篩選、預備、初階授證、入門引導、持續的發展與支持、以及教育人員的進階授證。」

- <http://www.ed.gov/G2K/bridge.html>

Aligned to District Goals

與學區目標密切呼應

- **“Professional development in each school and district-wide will focus on the achievement of the Malden Public Schools goals and objectives.”** * 每所學校以及學區性的教師專業發展將以達成Malden 學區的目標為主。
- **“Common planning time will be scheduled at least twice each week for pairs or teams of teachers who teach the same grade, course or subject. Participants will examine their lessons, student work & data; assess progress; set new objectives; and plan next steps regarding curriculum, instruction and assessment. Supervisors will support and monitor this work and participate in meetings to the greatest extent possible”**教導同年級、同課程、同科目的小組或教師團隊，每週至少排定兩次共同的課程規劃時間。參與者將會檢視其教學、學生作業與資料；評量學習進展情形；設立新目標；計劃與課程、教學以及與評量有關的後續步驟。而視導者則將支持與督導這項工作，並且盡最大可能參與會議。
- ***From the MPS District Goals**

**Aligned to
School Goals**
與學校目標密切呼應

Improving the capacity of individuals, teams, and the school to learn collaboratively

增進個人、團隊、以及學校合作學習的能力

- **Gathering and analyzing data about instruction and student performance** 蒐集並分析關於教學與學生表現的資料
- **Setting goals** 設定目標
- **Building shared beliefs and understanding of the goals**
建立對目標的共同理念及理解
- **Aligning learning and improvement efforts (at all levels of the school) with the goals**
將學習及改進的努力(學校各層級)與目標取得一致

Monitoring and assessing progress towards the goals

督導並評估邁向教學目標之進展情形



Models of Professional Learning

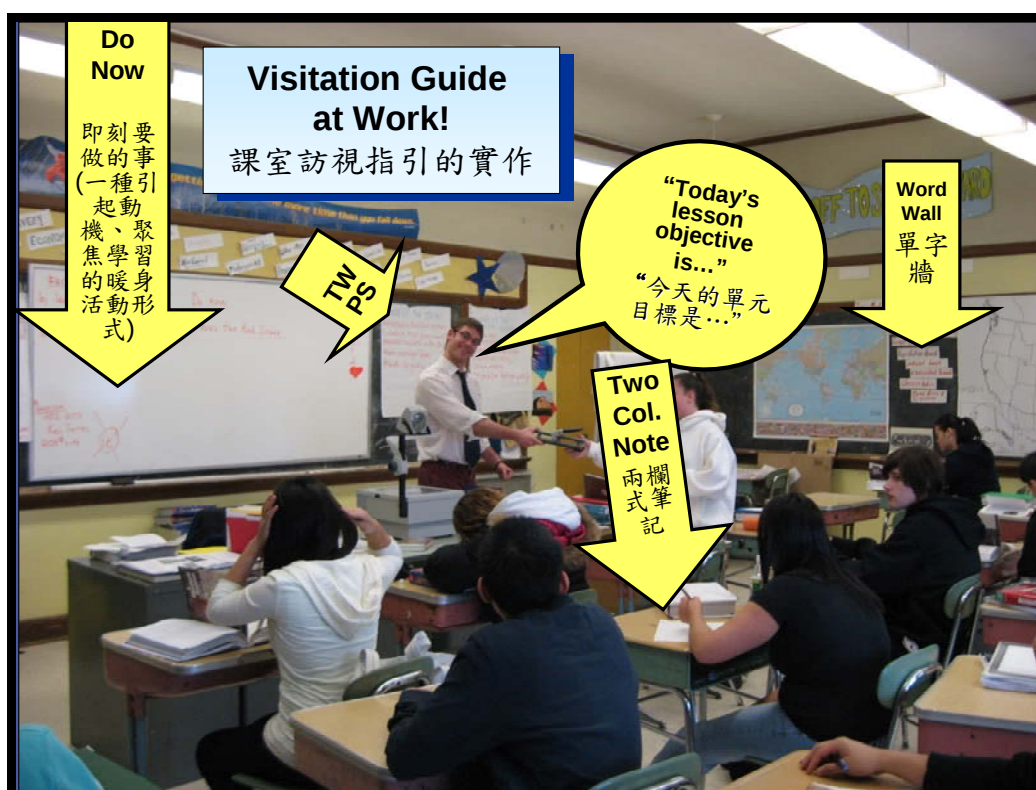
專業學習的模式

Model 模式	How It Works 如何運作
Lesson Study 授業研究	Teachers, coaches and other participants collaboratively plan, observe, assess and improve lessons and related student work. 教師、學科教練及其他參與者必須聯手合作地規劃、觀察、評量以及改進課程和相關的學生作業活動。
Study Groups 研習團體	Groups come together to study and make decisions about a topic or concern of interest. 小組成員集合研討，並且對某個主題或關注議題做出決定
Mentoring/Workshops/ Institutes/Courses 師徒式輔導/ 工作坊/ 講習會/ 課程	Experienced practitioners share their knowledge with one or more colleagues who have a desire to improve some aspect of their professional knowledge and practice. 有經驗的實務工作者分享其專業知識給一位或更多位有心改進專業知識與實務之同仁

Model 模式	How It Works 如何運作
Video Lessons/ Case Studies 教學錄影、 案例研究	Teachers and administrators observe videotaped lessons or examine case studies to promote professional dialogue and reflection. Observations are recorded and analyzed to inform ongoing practice 教師以及行政人員觀察教學錄影或進行案例研究，以促進專業的對話與省思。觀察結果✓將會被記錄下來並且進行分析，為持續進行的教學實務提供資訊。
Meetings: Faculty, grade, content / department, team. 會議：教職員、年級、 學科/領域或學群、團隊	Protocols/norms are established to guide professional dialogue. Team members adhere to an objective-driven agenda aligned with district or school goals. The agenda includes action plans / next steps. Notes are recorded. 建立程序指引/規範來引導專業對話。團隊成員遵照與學區及學校目標呼應的目標導向議程。這樣的議程包含了行動計畫/接續步驟。必須要留存紀錄。

Integrated with Visitation Guides
 與課室訪視指引整合

- **Alignment of Professional Development to planning, instruction, curriculum, management, assessment**
 教師專業發展與計畫、教學、課程、班級經營及評量相互呼應
- **Feedback integral in providing data (target) for Professional Development planning for the teacher, school and district. (Formative Assessment)**
 將回饋整合在為教師、學校及學區做專業發展計畫所提供的資料(目標)之中。(形成性評量)



Standards

標準



- **District statements of what students should know and be able to do**
學區對於學生該知道及應能做到的，所做的陳述
- **Are clear and rigorous** 必須清楚明確而嚴謹
- **Apply to all students with high expectations for success**
對所有學生的成功，設定高度的期望
- **Let students know what they are learning**
讓學生清楚知道他們正在學習什麼
- **Begin the planning with standards**
從標準出發，來進行教學計畫
- **Practice activities are aligned to standards**
練習活動與標準相呼應
- **Require teachers to make daily, appropriate, and purposeful instructional decisions**
要求老師們做出每日的、合宜的、有目標的教學決定
- **Students have multiple opportunities to demonstrate achievement of standards**
學生有多重的機會來展現其成就已達到標準



Performance Evaluations

表現評鑑

Standards and Goals 標準與目標

Observations Feedback 觀察回饋

Progress Improvement / Validation 進步、改善/確認



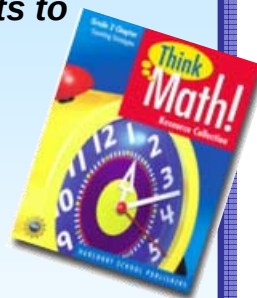
Supporting Adopted Curricula

支持所採用的課程

– Outside (Publisher) Consultants to

由外界的(出版商)諮詢者來對

- **District** 學區
- **Administrators** 行政人員
- **Coaches** 學科教練
- **Teacher Leaders** 領袖教師
- **Team / Grade Leaders** 團隊/年級領導者



Professional Development is Differentiated: A Continuum for Educators

區別化的教師專業發展：教育人員連續不間斷的發展

Novice Educator
新進教育人員

Administrators
行政人員

**Coaches, Teacher Leaders
Experienced Teachers**
學科教練、領袖教師、有經驗的教師

Targeted Needs: Knowledge/Skills
作為標的的需求：知識/技能

Induction Programs
導入方案

Strategic Planning
策略性規畫

Courses
修課

Shared Leadership
協同領導

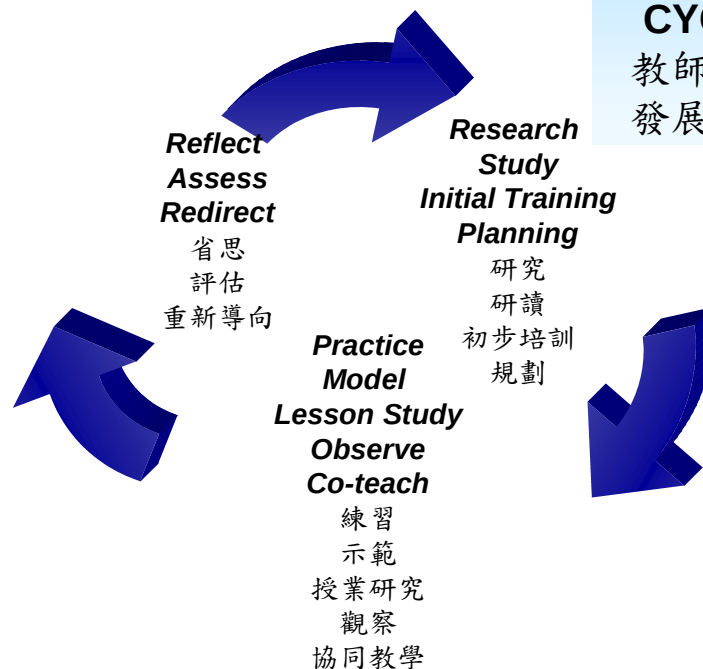
Licensure Requirements
證照要求

Licensure— re-certification
換證

**Aligned with
District Initiatives**
與學區所倡導的方案
相互呼應

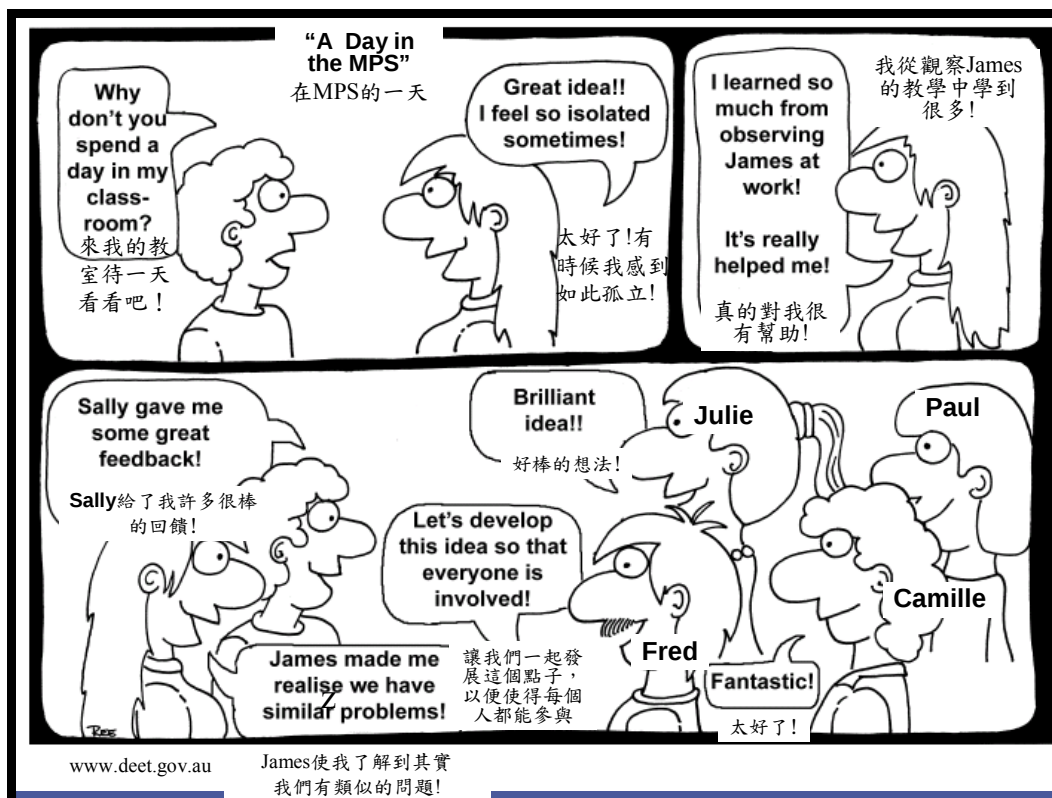
- **Induction Program**
新進教師導入方案
- **Evaluation Tools** 評量工具
 - **Formal: Professional Growth Cycle**
正式：專業成長循環
 - **Informal: Visitations**
非正式：課室訪視
- **All regulations (such as Special Education)**
所有的法規（如：特殊教育）

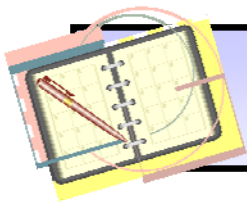
**THE P.D.
CYCLE**
教師專業
發展循環



Partnerships and Collaboration

夥伴關係與合作





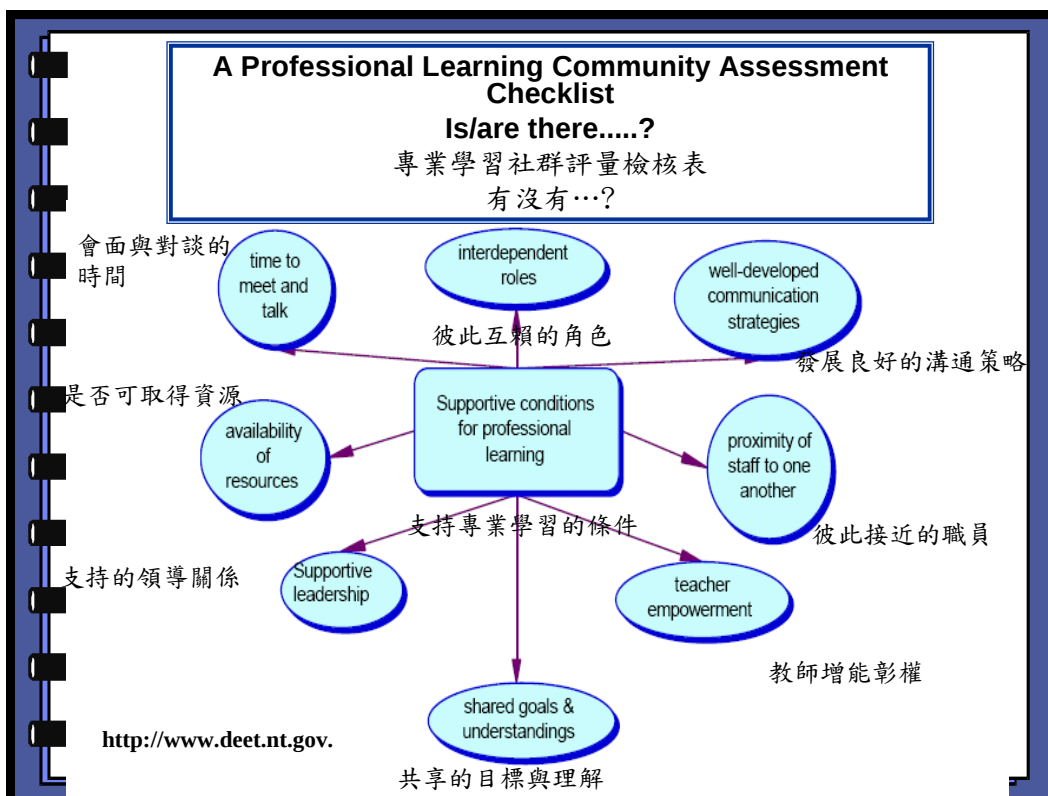
Time

時間



- **Faculty Meetings**
教職員會議
- **Team meetings**
團隊會議
- **Grade-level meetings**
年級會議
- **Content Meetings**
學科會議
- **Leadership Teams**
領導團隊

- **Data Meetings**
資料研討會議
- **School / Classroom Embedded P.D.**
與學校/教室實務相結合的專業發展
- **Study Groups**
研習團體
- **Partner: ex. Peer Observations**
夥伴：例如，同儕觀察
- **Vertical Teams**
垂直（縱向）團隊



Building Capacity and Independence

建立能力與獨立性

High quality PD respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community

高品質的教師專業發展尊重並培育教師、校長以及其他學校社群成員的智能與領導能力

- ❖ **Moving from workshop-outside consultant model when possible to consensus model**
從邀請外部諮詢者舉辦工作坊的模式，儘可能轉移到共識模式
- ❖ **Based on research / benchmarking** 以研究、標竿為基礎
- ❖ **Moving towards building capacity in our own providers and developers of PD**
朝增進內部本身教師專業發展提供者及發展者的能力邁進
- ❖ **Using data from district to determine needs of teachers**
使用學區資料來決定教師們的需求
- ❖ **Training for a P.D. Academy: facilitators and developers**
培訓一個教師專業發展學苑：催化員及專業發展人員

With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers have stressed **the need for teachers to be able to enhance and build on their instructional knowledge**

由於學校現今正面臨一連串複雜的挑戰——從教導益趨異質性的學生群體，到把新科技整合到教室內；再到符合嚴謹的學科學習標準與目標——教育觀察家們已強調：

教師需要能提升與精進他們的教學知識

(National Commission on Teaching & America's Future, 1996).



**Everyone's Responsibility / Everyone's a Partner:
What are our individual roles and responsibilities?**

每個人的職責/每個人都是個夥伴：
我們每位同仁所扮演角色與職責為何？

- **Superintendent** 學區總監
 - **facilitate development of district goals**
促進學區目的之發展
 - **lead the organization on the district-level**
領導學區層級的組織
 - **lead and facilitate the work at the district level with the Leadership Team**
與領導團隊一同領導並促進學區層級的工作
 - **observe and provide feedback to principals, other administrators and teachers**
觀察且提供回饋給校長、其他行政人員與教師
 - **Other.....** 其他

Everyone's Responsibility / Everyone's a Partner:

每個人的職責/每個人都是個夥伴：

- **Assistant Superintendents** 副總監
 - **facilitate development and support of district PD with principals and directors**
和校長及主任一同促進學區之教師專業發展的發展與支持
 - **lead the organization of the program on the district-level**
領導學區層級的課程組織
 - **support, monitor and assess implementation**
支援、檢視以及評估執行情形
 - **collaborate with program directors, coaches, teacher leaders, and other administrators**
與學程主任、學科教練、領袖教師以及其他行政人員進行合作
 - **observe and provide feedback to directors, teacher leaders and teachers**
觀察並回饋給主任、領袖教師及教師
 - **Collect data to assess implementation of curriculum**
蒐集資料用以評估課程的執行情形
 - **Monitor alignment to state, district and curriculum goals**
檢視與州、學區以及課程目的之契合度
 - **Other....** 其他

Everyone's Responsibility / Everyone's a Partner:

每個人的職責/每個人都是個夥伴：

– **Principals and Assistant Principals:** 校長與副校長：

- **facilitate development of school goals**
促進學校目標之發展
- **lead the organization of the program on the school-level**
領導學校層級之課程組織
- **support, monitor and assess implementation**
支援、檢視以及評估執行情形
- **collaborate with coaches, teacher leaders, program directors and other administrators**
與學科教練、領袖教師、學程主任以及其他行政人員進行合作
- **observe and provide feedback to teachers**
觀察並給予老師回饋
- **collaborate and co-teach one another, building on their individual skills**
相互合作、協同教學，持續增進其個人的教學技巧
- **facilitate the time and resources needed for collaboration**
增進合作所需之時間與資源
- **Other.....** 其他

Everyone's Responsibility / Everyone's a Partner:

每個人的職責/每個人都是個夥伴：

– **Program / Content Directors:** 學程/學科主任：

- **facilitate development of district content goals**
促進學區學科課程目標之發展
- **lead the content professional development at the district level**
領導學區層級的學科教師專業發展
- **support, monitor and assess implementation**
支援、監督以及評估執行情形
- **collaborate with principals, coaches, teacher leaders, and other administrators**
與校長、學科教練、領袖教師及其他行政人員合作
- **observe and provide feedback to teachers**
觀察並給予教師回饋
- **collaborate and co-teach one another, building on their individual skills**
相互合作、協同教學，持續增進其個人的教學技巧
- **Other.....** 其他

Everyone's Responsibility / Everyone's a Partner:

每個人的職責/每個人都是一位夥伴：

- **Coaches, Teacher Leaders, Mentors** 學科教練、領袖教師、教學導師
 - **facilitate development of district content**
促進學區課程之發展
 - **lead the implementation of PD goals at the school level**
領導學校層級的教師專業發展目標之執行
 - **lead and support data analysis, LSW, and lesson study**
領導及支援資料分析、LSW以及授業研究
 - **collaborate with principals, program directors, other coaches and teacher leaders**
與校長、學程主任、其他學科教練以及領袖教師進行合作
 - **visit and provide feedback to teachers**
訪視課室並給予教師回饋
 - **collaborate and co-teach one another, building on individual skills**
相互合作、協同教學，持續增進其個人的教學技巧
 - **Other.....其他**

Everyone's Responsibility / Everyone's a Partner:

每個人的職責/每個人都是一位夥伴：

- **Lead Learners and Developers:**
- 學習領導者與專業發展工作者：
 - **provide aligned professional development in areas of identified mastery**
提供能符合其精熟領域的教師專業發展
 - **collaborate with principals, directors and other administrators**
與校長、主任及其他行政人員進行合作
 - **Participate in trainings for developers and lead learners on professional development and adult learning models**
參與為專業發展工作者與學習領導者所舉辦的培訓，研習專業發展與成人學習的模式
 - **Other.....其他**

What are the vehicles/tools that enable or facilitate the effective implementation of the professional development program?

促進或使教師專業發展計畫能夠有效執行的工具有哪些？

- **School schedules: facilitating common planning time/ faculty / team / grade-level / data meetings and teacher partnerships** 學校行事規劃：增進共同備課時間/教職員/團隊/年級/資料的會議以及教師夥伴關係
 - **District-wide workshops** 學區層級的工作坊
 - **School-based workshops** 學校本位的工作坊
 - **School-year courses** 學年課程
 - **Summer institutes/summer school with afternoon PD**
暑期研討/暑期午後教師專業發展之課程
 - **Induction program** 新進教師導入方案
 - **The visitation guide/classroom visits with feedback (by coaches, teacher leaders, other teachers, administrators)**
課室訪視指引/教室訪視與回饋(由學科教練/領袖教師/其他教師/行政人員進行)
- Please refer to plan in handout 請參考講義中的計劃



Assessment 評估

Professional development is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

教師專業發展最終是依據其在教師效能與學生學習之影響進行評估；此評估會引導後續教師專業發展的努力方向。

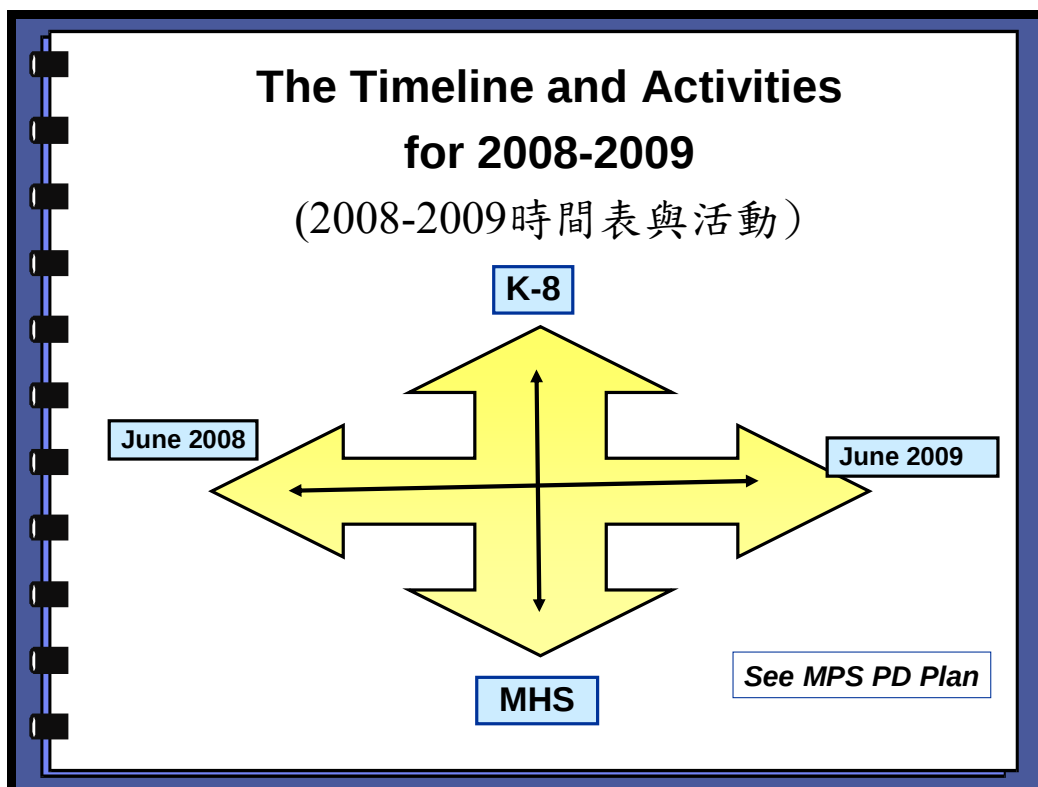
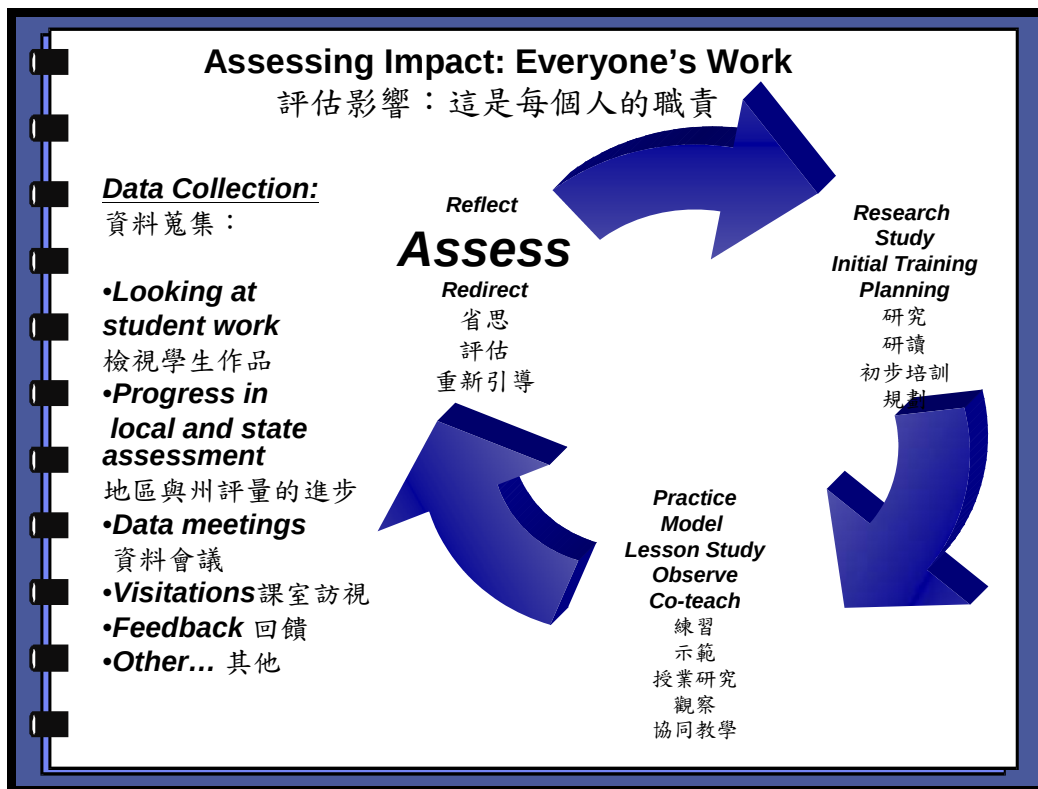
How to assess impact?

如何評估影響？

Who does this work?

誰來做這項工作？





2008 and Beyond... (Curriculum Adoptions)

2008年之後採用的課程

2008-2009:

- K-8 English Language Arts K-8英語
- 11th Grade World History 11年級的世界歷史
- K-8 SEI / ESL K-8英文作為第二語言
- 9-12 Mathematics 9-12數學

2009-2010:

- 9-12 English Language Arts 9-12英語
- 6-8 Science and Health 6-8科學與健康
- Visual Arts 視覺藝術

2010-2011:

- 9-12 English Language Arts 9-12英語
- 6-8 Social Studies 6-8社會



**P.D. =Time to Learn, Implement, Share,
Reflect and Grow...**

教師專業發展=學習、執行、分享、反思與成長的時間

Supporting the Balance of:

支持以下的平衡：

- Meeting District, School, Content Goals, Standards, and Expectations

達到學區、學校、學科目標、標準及期望

AND 並且

- Facilitating the Growth Of Content, Skills, and Creativity

促進學科、技巧以及創意的成長



All in the name of Student Achievement!

所有的努力都是為了學生的成就！





2.台北美國學校教師評鑑結果之運用與專業成長之回饋

(The Use of Teacher Evaluation Results to Inform Professional Development Plans in TAS)

Teacher Evaluation and the Role it Plays in Determining Professional Development Needs

教師評鑑結果之運用
與專業成長之需求



Karen Moreau 莫凱倫

Assistant Superintendent for Learning 副總校長

Taipei American School 台北美國學校

Why do we have teacher evaluation?

我們為何做教師評鑑

- To satisfy the human need for improvement
為了求進步
- To improve student learning
為了增進學生學習成效
- To help good teachers become better
幫助優秀教師精益求精
- To identify teachers who are having difficulty
鑑別需要幫助的教師

What is the Purpose of Professional Development?

教師專業成長的目標

The primary purpose of professional development in an educational environment is to increase the effectiveness of all who are engaged in the teaching-learning process thereby increasing student achievement

教育體系中專業成長的主要目標為提高所有教學相關人員的效率,從而提升學生學習成效



What are some good sources of data that can guide us to determine professional development needs?

那些可說是好的資料來源可以讓我們制定專業成長的需要?

Classroom Observations 課堂觀察

- Effective teaching strategies 有效的教學策略
- Classroom management strategies
教室經營策略
- Content knowledge 對課程的知識
- Classroom climate 教室氣氛
- Use of formative assessments to check for understanding 運用評量來確認學習成效
- Differentiation for differing abilities
依照不同能力調整

Lesson Plans 課程計畫

- Ability to link lessons with objectives
將課程與教學目標連結
- Planning for differentiation
依多元能力制定不同教學計畫
- Assessment strategies 評量的策略



Self-Assessments 自我評量

- Use of student data in the self-assessment
運用學生資料在自我評量上
- Identified needs for improvement
了解需要以求進步
- Does self-assessment match other data observations
依照其他資料的觀察來做自我評量

Portfolio Assessment 評量組合

- Student assessment strategies
學生評量策略
- Writing effective lesson plans
撰寫有效的課程計畫
- Communication skills 溝通技巧
- Content knowledge 課程知識
- Student achievement data
學生學習成果資料



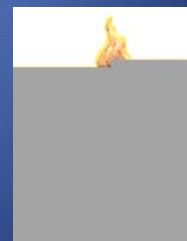
Student Work Samples 學生工作範例

- Assessment strategies 評量策略
- Content knowledge 課程知識
- Effective feedback 有效回饋
- Grading practices 評分方法



Results of Evaluation 評鑑結果

1. Goal for improvement 改進目標
2. Plan for attaining goal 目標計畫
3. Timeline 時間表
4. Assessment of effectiveness 評量成效



Goal Setting – SMART Goals 目標設定- SMART

- S** – Specific 具體的
- M** – Measureable 可衡量的
- A** – Achievable 可達成的
- R** – Realistic 實際的
- T** – Time-based 具時間性的



Developing a Plan – what actions will be done to achieve goal 制定一份計畫- 應該採取哪些行動

- Professional growth 專業成長
- Peer observations 同儕觀察
- Get more feedback – surveys, interviews
更多的回饋 – 問卷或是面談
- Identify who can help 找出可幫忙的人



Types of Professional Growth Activities

專業成長活動的種類

- Course/workshop 上課/研討會
- Classroom visitations 課堂訪視
- Reading resources 閱讀
- Online courses 線上課程
- Videos 影片
- Mentor 導師
- Conference 會議
- Time for collaboration with another professional 與其他專業人士合作

The real work and benefit of teacher evaluation is in helping good teachers get better.

教師評鑑的實務工作與益處
是幫助優良教師精益求精



Teacher Evaluation and the Role it Plays in Determining Professional Development Needs

教師評鑑及其在決定專業發展需求所扮演的角色

教師評鑑通常因以下兩個目的而設計：為了評量教師能力以及為了促進專業發展與成長

Effective Teacher evaluations 有效的教師評鑑

教師評鑑系統應該給予教師在教室需求上有用的回饋、學習新教學技巧的機會及來自於校長、其他教師對於如何在教室做改變的輔導。為了達成這些目標，評鑑者必須先設定特定的程序及標準，標準應該要：

- 與重要的教學技巧相關
- 盡可能的客觀
- 在評鑑開始之前要與老師清楚地溝通並且在評鑑完成之後要被審視
- 與教師專業發展相結合

關於教師績效表現的典型資料來源以及在專業發展的領域上它如何引導我們

I. Classroom observations 教室觀察

教室觀察是最普遍用來評鑑教師的工具。有效使用這種評鑑是困難的，除非觀察者有機會與教師討論過課程計畫。

Potential for Professional Development 專業發展的可能

- 以研究為本的教學策略—學生參與度、教學差異、學科領域的有效教學策略
- 教室管理
- 學科知識
- 評量—特別是用來檢視學生對概念的立即理解能力的形成性評量

II. Lesson Plans 課程計畫

課程計畫可以反應出教師對教學目標考慮有多周延。觀看教室紀錄(如考試及作業)，可以看出教師將課程計畫、教學及考試彼此連結的程度有多高。

Potential for professional Development 專業發展的可能

- 撰寫有效的課程計畫
- 如何將學生的學習目標與教學活動相連結？

- 教學的差異—是否有針對學生不同的需求作調整？

III. Self-Assessments 自我評量

反思是教師以回顧方式分析他們教學的一個過程。反思能以各種方式發生：在年級或學科會議中與其他教師進行專業對話；教學觀察前及觀察後的解說；教學檔案的發展；或個人的專業發展計畫

專業發展的可能

- 為了自我反思及增進學生成就的目的來蒐集並使用學生成就資料
- 合作的技巧

IV. Portfolio Assessments 檔案評量

檔案評量涵蓋教師教學表現的諸多證據，包含課程或單元計畫、教學的錄影、教學實施的反思及自我分析、學生作品的樣本、及教師給予學生回饋的實例。

專業發展的可能

- 評量策略—形成性及總結性
- 撰寫有效的課程計畫
- 溝通技巧
- 學科知識

V. Student Achievement Data 學生成就資料

有些評鑑使用學生測驗成績來評估教師對學生學習的貢獻

專業發展的可能

- 幫助學生達到學科領域期待的學科知識及能力

VI. Student Works Samples 學生作品的樣本

分析一些學生的長期作品可能有助於判定學生的成長及教學的有效性

專業發展的可能

- 評量策略
- 藉由以研究為本的教學策略來增進學生的學習
- 學科知識

Setting Professional Development Goals 設立專業發展目標

教師應該蒐集他們的教學表現資料。這些資料應該來自於上述六種來源中任一種所得到的回饋，而學生的回饋也包括在內。此外有些教師可能也想從家長方面獲得回饋。

一旦所有的資料都蒐集完成，教師應該針對資料呈現出的資訊有所回應。他們是否能夠從資料看出有怎樣的優勢及改善的趨勢或模式？對於改善有提到怎樣的特別意見？

資料一旦分析完成，教師便應該根據資料設定改善目標。這些改善目標應該包含任何需要的專業發展。有效目標設定的一個策略為「Smart 目標」。(如下所示)

教師朝著這些目標的進展應該與同事或行政人員分享。一旦目標已經達成，其成就即應該被慶祝並與他人分享。

SMART GOALS 「SMART」的目標

SMART 所指的目標是特定的、可評量的、可達到的、實際的及有時間架構的

「特定的」表示以清楚且簡單的方式來描述將要被完成之事項的細節。比起廣泛的目標，一個特定且明確定義的目標會有較大的達成機會。目標一定要容易了解且明確定義以確保有可能達成。不清楚的目標容易被誤解，因此通常不能達到想要的結果。「特定」回答了什麼必須被完成的問題，如此一來，適當的行動就可以展開了。

例子：

增加教室內主動參與學生的人數

學習並使用增加學生成就的教學策略

「可評量的」表示建立具體的標準來評量你所設定的每個目標之達成進度。當你評量自己的進展時，你可以發現自己保持在軌道上、達到預定完成的日期，並體驗到達成的喜悅，而這份喜悅也將激發你持續努力達到目標。

判斷你的目標是否是可評量的，試著問如下類似的問題：有多少？我怎麼知道目標達成了？

「可以達到的」表示目標設定在與目標有關的人的能力與知能範圍之內，只要竭盡他們的集體才智，便能達成最想要的目標。這意味著即便所確立的目標可能正遭受組織及其成員的質疑與挑戰，但目標本身是可行且實際的。一個使人全力以赴且允許成長機會的目標，往往導致極富價值的成果。

問問你自己：我需要什麼來達到這個目標？你需要專業訓練嗎？如果需要的話，會是怎樣的訓練？你在哪裡可以得到訓練？

「實際的」表示要符合實際，目標必須呈現你是樂於且有能力工作的。目標可以設定的很高且很實際；你是那個唯一能夠判斷你的標準應該定多高的人。但要確定每個目標能呈現出實質的進展。一個高的目標通常比低的目標還來得容易達到，因為低的目標只能發揮低度的誘導力。有些你所達成的工作雖然很艱辛，但就因為你喜歡做，似乎也就容易許多。

假使你真心相信目標可以被達成，那麼你的目標就可能是實際的。另外一個知道你的目標是否實際的方式，是根據過去你是否完成類似的事情來做判斷，或是問你自己要完成這個目標必須存在怎樣的狀況。

「以時間為基礎的」表示訂定要在多少時間內達到目標要求的評量，或是完成整體預設目標的截止日。時間架構的建立允許經常監控進度、維持在軌道上、有所調整來符合整體目標並隨著目標的路徑增加達到每個成就的動力。目標若是沒有時間基礎的元素，就不可能訂定有目標的計畫。

例如：在第二學期開始之前，我要融入 3 個以研究為本的新教學策略在我的教學上。

Teacher Evaluation and the Role it Plays in Determining Professional Development Needs

Teacher evaluations are often designed to serve two purposes: to measure teacher competence and to foster professional development and growth.

Effective Teacher Evaluations

A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classroom. To achieve these goals, evaluators must first set specific procedures and standards. The standards should:

- Relate to important teaching skills
- Be as objective as possible
- Be clearly communicated to the teacher before the evaluation begins and be reviewed after the evaluation is over
- Be linked to the teacher's professional development

Typical sources of information about a teacher's performance and how it can guide us in the professional development arena

1. Classroom observations

The classroom observation is the most commonly used tool for evaluating teachers. It is difficult to use this type of evaluation effectively unless the observer has had an opportunity to talk through the lesson plan with the teacher.

Potential for Professional Development

- Research based teaching strategies – student engagement, differentiation of instruction, effective teaching strategies for the subject area
- Classroom management
- Content knowledge
- Assessments – especially formative assessment to check students' immediate understanding of concepts

2. Lesson Plans

Lesson plans can reflect how well a teacher has thought through instructional goals. Looking at classroom records, such as tests and assignments can indicate how well a teacher has linked lesson plans, instruction, and testing.

Potential for Professional Development

- Writing effective lesson plans
- How to link student learning objectives with teaching activities
- Differentiation of instruction - have accommodations been made for differing student needs?

3. Self-Assessments

Reflection is a process in which teachers analyze their own instruction retrospectively. It can occur in a variety of ways: professional conversations with other teachers during grade or subject area meetings; pre and post observation debriefings, the development of a portfolio, or an individual professional development plan

Potential for Professional Development

- Collecting and using student achievement data for the purpose of self-reflection and improving student achievement
- Skills of collaboration

4. Portfolio Assessments

Portfolio assessments tend to comprise several pieces of evidence of teacher classroom performance, including lesson or unit plans, a video of classroom teaching, reflection and self-analysis of teaching practices, examples of student work, and examples of teacher feedback given to students.

Potential for Professional Development

- Assessment strategies – formative and summative
- Writing effective lesson plans
- Communication skills
- Content knowledge

5. Student Achievement Data

Some evaluations use student test scores to assess the teacher's contributions to student learning.

Potential for Professional Development

- Content knowledge and ability to help students achieve the expectations for the subject area

6. Student Work Samples

Analyzing a few students work samples over time can be helpful in determining student growth and the effectiveness of instruction

Potential for Professional Development

- Assessment strategies
- Research based teaching strategies for improving student learning
- Content knowledge

Setting Professional Development Goals

Teachers should collect data on their performance. This data should be from the feedback obtained from any of the six sources listed above as well as from feedback from students. Some teachers may also want to collect feedback from parents.

Once all the data has been collected, teachers should reflect on what the data tells them. What trends or patterns do they see in the data that are areas of strengths and areas for improvement? What specific comments for improvement are mentioned?

Once the data has been analyzed, teachers should set improvement goals based on the data. These improvement goals should include any needed professional development. One strategy for effective goal setting is Smart Goals (see below).

A teacher's progress toward these goals should be shared with a colleague or administrator. Once goals have been attained, this achievement should be celebrated and shared with others.

SMART GOALS

S.M.A.R.T. refers to goals that are *Specific, Measurable, Achievable, Realistic and Time Framed*.

Specific describes the details of what is to be accomplished in a clear and simple way. A specific, well defined goal has a much greater chance of being accomplished than a general goal. The goal must be easy to understand and well defined in order to make achieving it possible. Unclear goals are easily misunderstood and therefore typically do not accomplish the desired results. Being specific answers the question of what has to be done so that appropriate actions can be taken.

EXAMPLES:

Increase the number of students who are actively engaged in my classroom.

Learn about and use classroom instructional strategies that increase student achievement

Measurable –

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable means the goal is within the ability and capability of those involved while stretching their collective talents to reach the most desirable target. It means that the defined goal is both possible

and realistic while still being challenging for the organization and its people. Having a goal that stretches people and allows for growth opportunity often leads to very worthwhile business results.

Ask yourself: What do I need in order to attain this goal? Do you need professional training? If so, what kind of training? Where can you get it?

Realistic –

To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Time-based defines a period for meeting the measurements in the goal or a deadline date for accomplishing the overall target goal. Having a time frame established allows a frequency for monitoring progress, staying on track, making adjustments to meet the overall goal, and gaining momentum with each accomplishment along the goal path. Without a time-based element to the goal, it will be impossible to make a targeted plan.

For example: By the beginning of second semester, I will have incorporated 3 new, research based Instructional strategies into my teaching.

(三)主題研討 I:Malden 學區教師專業成長循環：標準
(The Professional Growth Cycle in Malden Public Schools: The Standards)



**THE PROFESSIONAL
GROWTH CYCLE:
THE STANDARDS**
教師專業成長循環：標準

***GREETINGS
TO MY
COLLEAGUES IN TAIWAN!***

***Nancy Kassabian, Assistant Superintendent
Malden Public Schools, Massachusetts USA***

1



Professional Growth Cycle Standards
教師專業成長循環之十項標準

- 1. Planning Skills** 課程與教學規劃的技巧
- 2. Instructional Skills** 教學的技巧
- 3. Classroom Management Skills** 班級經營的技巧
- 4. Motivation Skills** 引發學生學習動機的技巧
- 5. Currency and Consistency with the Curriculum** 與課程一致並能與時俱進
- 6. Promotion of Equity and Respect for Diversity** 促進均等並尊重多元
- 7. Operational Duties** 善盡參與學校運作的職責
- 8. Professional Relationships** 專業關係
- 9. Relationships with Parents and Community** 與家長及社區關係
- 10. Own Professional Development** 自身的專業發展

3

Standards and Performance 標準與表現

- Each standard has accompanying descriptors in the document

每個標準在文件內有與其相對應的指標

- There are also descriptors in the Visitation Guides, school and program guides and expectations

在課室訪視指引、學校與課程指引及期待等文件中也有關於標準的描述

- Teachers must meet the standard

教師必須達到標準

4

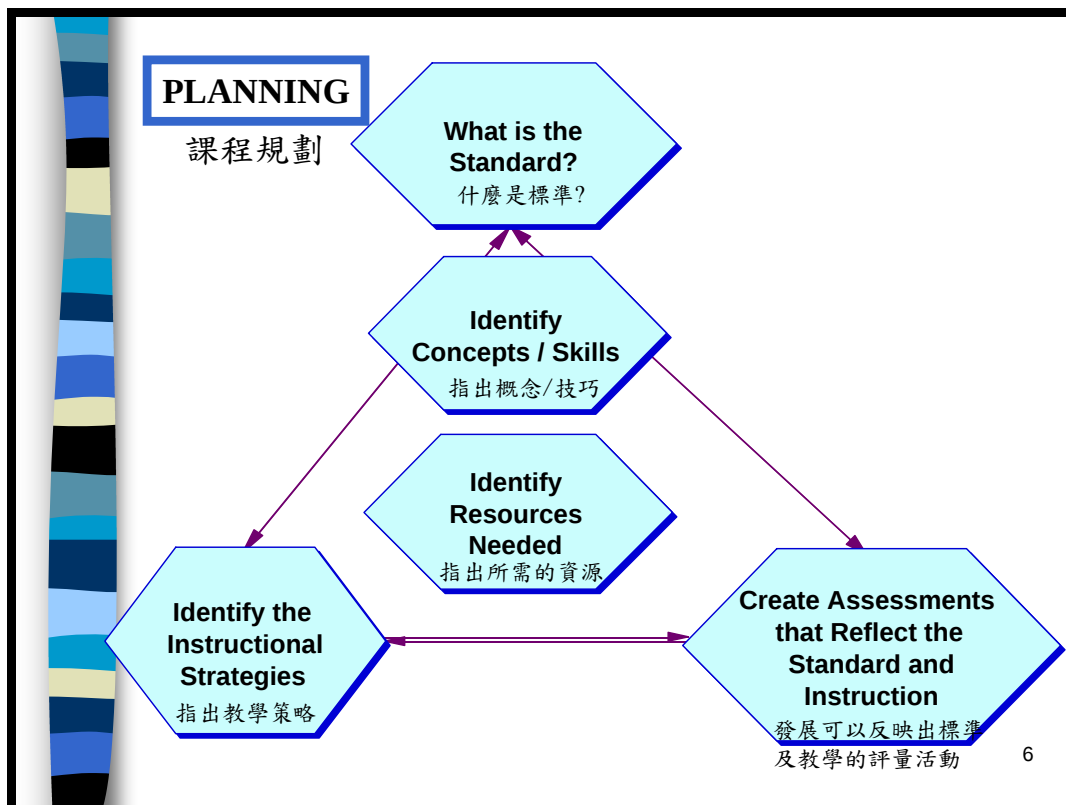
I. Planning Skills 課程規劃的技巧

PLANNING 規劃有效的教學與學習 For Effective Teaching And Learning

- ✓ Motivating/Beginning Activity 課前引起動機及暖身活動
 - ✓ Jump-start 啟動
- ✓ Reveal Lesson Objective and Agenda 公告課程目標及實施程序
 - ✓ Describe the strategies which will be used to teach the lesson 描述教學上會使用到的策略
- ✓ Core Learning Activities: 核心的學習活動
- ✓ Model the lesson: Teacher directed 示範課程內容：由教師主導的
- ✓ Check for comprehension / Effective Feedback 檢視學生理解程度/有效回饋
- ✓ Guided / Independent Practice Learning Activities: 引導式的/獨立練習的學習活動
- ✓ Provide appropriate practice of the lesson 提供學生適當的練習
- ✓ Guide student learning through closure 引導學生透過課程的總結進行學習
 - ✓ Examples: lesson summary review / student review through logs / journals / short-write / feedback quiz

例如：課程概略複習/學生透過書寫日誌複習/短篇寫作/回饋測驗複習

5



I. Planning Skills 課程規劃的技巧

- **Objective/standard / aim of lesson stated, reinforced, summarized?**
教師是否已陳述/強化或概述課程目標、標準及目的?
- **Does the objective drive the lesson activities?**
課程目標是否能引發課堂活動?
- **Is the agenda public? (how they will get to master the objective)**
課程進行程序是否已公開?(學生如何精熟課程目標?)
- **Do the students understand the learning objective?**
學生是否瞭解學習目標?
- **Does the lesson have sequence, and continuity with yesterday's lesson and tomorrow's lesson?**
課程是否具有順序性，能夠銜接之前與之後的課程?

7

Some planning descriptors 課程規劃的指標

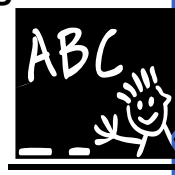
- **There is activation of prior knowledge**
激發學生的先備知識
- **There is a lesson objective clear to the student which drives the planning of activities**
教學目標不但對學生而言是清楚的，同時也能啟動對課堂活動的設計
- **The teacher is explicit: modeling, explaining thinking and learning strategies**
教師能清楚明確地示範、闡釋思考和學習策略
- **Planning involves students interacting with content, the teacher, and each other**
課程規劃包括學生與課程內容、教師以及學生彼此之間的互動
- **There is closure (see lesson plans in handbook for samples and rationale)**
課程必須有總結(參照手冊中課程計畫的範例及原理)

8

I. Planning Skills 課程規劃的技巧

- **Does the teacher check for understanding and adjust instruction?**
教師是否檢驗學生的理解並調整教學？
- **Is there sequence, logic, strands**
課程是否有次序、邏輯、連貫？
- **Look at “the thread for the day” themes, connections**
 - Also refer to School or Departmental models and requirements

注意當下之脈絡/主題及關連，同時也要參考學校或學科領域的模式及要求



LESSON PLANNING STRATEGIES

課程規劃的策略

**“Tell me and I’ll forget.
Show me and I may
remember.
Involve me, and I’ll
understand.”**

只是跟我說說，我會忘記。

展示給我看，或許我還會記得。

讓我實際參與，我就會瞭解。

10

II. Instructional Skills 教學的技巧



11

II. Instructional Skills (con.) 教學的技巧

- Are there a variety of learning experiences?

是否有多樣的學習經驗?



- Are there instructional opportunities where they are effectively interacting with content, ideas, materials, teachers and one another? (see District Goals)

是否有教學機會，它們有效地與課程內容、構想、教材、教師等之間相結合?(見學區目標)

12

THE STUDENT-CENTERED CLASSROOM

以學生學習為中心的教室



- Is there time devoted to student practice of the learning - student responsibility?
是否有時間讓學生演練習得的東西—學生的責任?
- Are there clear instructions and expectations (see giving instructions with clarity)?
是否有清楚的指導與期待(清楚地給予指導)?
- Does the teacher vary the practice - individual, small group, pairs, entire class?
教師是否改變教學實施方式—一個人、小組、兩兩一組、全班?
- Does the teacher circulate to assist and make sure that they are on task?
教師是否於教室走動幫助學生並確認學生都參與課程?
- Is there closure / summary of the lesson objective? 是否做到總結歸納或概述課程目標?

13

II. Instructional Skills 教學的技巧

- **Does the Teacher give examples of what good performance looks like?**
教師能否舉例說明怎樣才是好的表現?
- **Do Students get feedback?**
學生是否得到回饋?
- **Do Students connect their learning to what they already know?**
學生的學習是否能連結舊有的知識?
- **Is “student understanding” checked frequently?**
教師是否經常地確認學生理解了嗎?

14

II. Instructional Skills 教學的技巧

- **Instruction must 教學必須要做到：**
 - **Support the curriculum 支持課程**
 - **Meet the needs of the students**
符合學生的需求
 - **Reflect best teaching and learning practices**
反映最佳教學與學習實務
 - **Reflect the district goals**
反映學區的目標
 - **Move the lesson from teacher-centered to student-centered** 從以教師為中心的課程轉向以學生為中心的課程
 - **Lead to a gradual release of responsibility** 老師逐漸放手，讓學生負學習責任



15

Example: Teachers must use a variety of best practices 舉例：教師必須運用各式各樣的
最佳教學實務

■ **Differentiation – learning styles**

區別化的學習型態

■ **More and more heterogeneous classes - representing the total school population**

- Learning disabled, talented, gifted, at-risk and traditional in one class

學校整體學生當中，有越來越多異質性高、有不同學生背景的班級：

在一個班級當中可能會有學習障礙的、資賦優異的、

有學習危機的及一般符合傳統期待的學生



16

Does the teacher scaffold, ask for prior knowledge, help them learn ?

教師是否支撐學習鷹架、結合其舊有知識，幫助學生學習？



■ **Cooperative learning**

- Think, Write, Pair, Share

合作學習—思考、寫作、分組、分享



■ **Helping students to learn the process of learning** 幫助學生瞭解學習過程—示範

- Modeling

■ **Helping them to “think aloud” through learning processes**

透過學習過程幫助學生將內心所思考的說出來

17

庇護性的英文教學策略(針對非英語母語人士)
Sheltered English Instruction Strategies
(for non-English speakers) :

Are the activities integrated?

**Listening, speaking,
reading, writing**

- **Does the teacher provide many opportunities for practice of both separate and integrated language skills ?**

安排的活動是否結合聽說讀寫四種能力?

對於個別的語言技巧與整體性的語言技巧，教師是否提供學生許多演練的機會?



18

III. Classroom Management Skills: Pacing, Timing, Space, Expectations

班級經營的技巧：步調、時間掌握、空間擺設及期望



19

III. Classroom Management Skills 班級經營的技巧

- Is there evidence of clear rules and procedures?

是否有清楚規定及程序的證據？

- Are they fair? 所制訂的規定公平嗎？

- How does the teacher manage reluctant students?

教師如何處置不願服從規定的學生？

- How does the teacher discipline students?

教師用什麼方式懲戒學生？



20

III. Classroom Management Skills 班級經營的技巧

- Is the classroom environment 'learning ready'? 教室學習環境是否已為學習做好準備？

- How does the teacher gain students' attention?

教師如何得到學生的注意？

- Does the space support instruction?

教室空間是否支持教學？

- Are the routines sufficient, understood, efficient?

例行的公事是否是充足的、被理解的、有效率的？

- How does the teacher address off-task, disruptive behavior? 對於學生不參與課堂活動、擾亂秩序的行為，教師如何處置？



21

Does the teacher..... 教師是否做到...

- **Respond professionally rather than react personally?**

專業性的回應學生，而非針對性的回應學生？

- **Use positive reinforcement?**

使用正向的強化？

- **Redirect students who are not on task?** 導正未參與課堂活動的學生？

- **If there is a behavior problem....does the teacher address the issue or the behavior; not the student?**

如果有行為偏差的問題，教師是否就事論事地說明這項議題或行為，而不是針對學生？



IV: Motivational Skills

引發學生學習動機的技巧



23

IV: Motivation 引發學生的學習動機

- Is there regard and respect between teachers and students based on fairness, listening and courtesy?

在公平、傾聽及尊重的基礎上，師生間是否建立彼此關心及尊敬？

- Has anything been done to build support and community among the students?

教師是否致力於建立學生間的互助及群體意識？

- Do Ss make choices within the classroom setting?

學生在教學現場是否能有所選擇？

- Do Ss feel safe taking risks, answering hard questions, sticking with tasks they might get wrong? 在冒險、回答艱澀的問題及陷於可能會犯錯的活動時，學生會不會覺得安全無所顧慮？



24

IV: Motivation 引發學生的學習動機

- Can students take risks without fear?

學生能否不畏懼接受冒險？

- Is the teacher fair?

教師在事情的處置公平嗎？

- Does the teacher “listen”?

教師傾聽學生的心聲嗎？

- How does the teacher persevere with students who don't understand?

對於無法理解的學生，教師如何堅持不放棄？

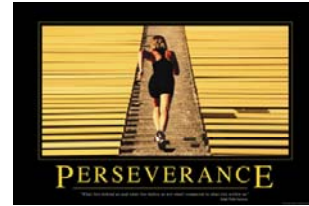


25

Do the students experience.....

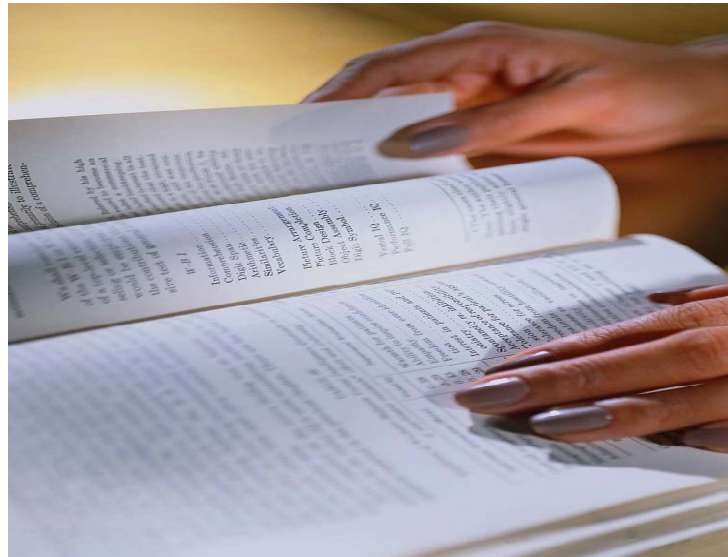
學生是否經歷...

- **Tenacity** 堅持
- **Perseverance** 不屈不撓
- **“You can do it!”** 「你能辦到！」
- **Confidence in their ability if they exert effort?**
如果他們努力，對自己的能力便有信心
- **Community?** 群體意識
- **Support?** 支持



26

IV: Curriculum 課程



27

V: Currency and Consistency with Curriculum 與課程一致並與時俱進

- **Is the “The teacher is up-to-date regarding curriculum content”?**
關於課程內容，教師是否能與時俱進？
- **National Standards, State Standards District Curriculum**
全國性的課程標準、州的課程標準、學區的課程標準
- **Does the focus of lesson align / reflect the curriculum?**
教學的重心是否能反映課程，與課程要求一貫？
- **Do Ss experience any content miscues or confusions**
學生是否體驗到任何課程內容的偏誤訊息或感到困惑？
- **Does the teacher clarify?**
教師是否加以澄清？

28

V: Promotion of Equity and Respect for Diversity 促進均等及尊重多元



29

VI: Promotion of Equity and Respect for Diversity 促進均等及尊重多元

- Are there equitable opportunities for student learning?

學生的學習機會是否均等？

- Is there a belief evident that ALL Ss can learn and master a challenging core curriculum with appropriate modifications of instruction?

是否有明顯的信念相信：經由適當修正教學，所有的學生都能夠學習並能精通具挑戰性的核心課程？

30

VI: Promotion of Equity and Respect for Diversity 促進均等及尊重多元

- Does the teacher adhere to the needs of diverse populations: Guidelines and Laws (Ex. Special Education)

教師是否遵從不同群體的需求：指導方針及法律(如：特殊教育)？

- Are there equitable opportunities for learning – can ALL students access the curriculum?

是否有均等的學習機會—所有學生都有參與課程的機會？

- Integrated experiences 整合經驗
- Vary the mode 改變模式
- Modify if needed 必要時的修正



VI: Promotion of Equity and Respect for Diversity 促進均等及尊重多元

- “The teacher demonstrates appreciation for and sensitivity to the diversity among individuals”

教師展現對個體多樣性的欣賞及敏銳度。

Sensitivity to differences in abilities, contributions and social and cultural backgrounds

教師能察覺個體的能力及貢獻度有所不同，以及其社會、文化背景的差異。



32

VII: Operational Duties

善盡參與學校運作的職責

- Non-classroom duties?

上課之外的職責？

- On time? 準時？
- Reports? 報告？
- Grades? 成績？

- Substitute plans?

給代課老師用的教案？

- Working with colleagues: problem solving, etc.

與同事相處：問題解決能力等

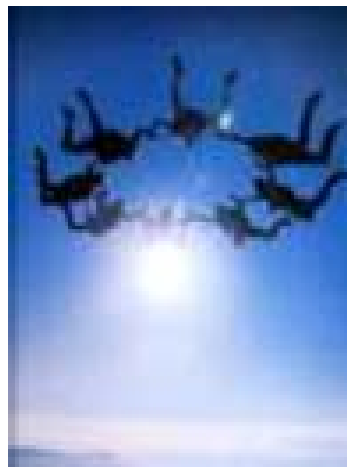


33

VIII: Professional Relationships

專業關係

- **Shared responsibility**
共同承擔責任
- **Shared expertise and new ideas**
分享專門知識及新想法
- **Teamwork** 團隊工作
- **Collaboration**
協同合作



34

IX: Relationships with Parents and Community

與家長及社區的關係

- **Communication with parents** 與家長的溝通
- **Keep parents informed**
使家長充分瞭解孩子的狀況
 - **Constructive** 建設性的
 - **Cooperative** 合作性的
 - **Professional** 專業性的
- **Publicize** 公開化
 - **Bulletin Boards** 佈告欄
 - **Displaying student work** 展示學生作品
 - **Involvement** 參與



35

X: Own Professional Development

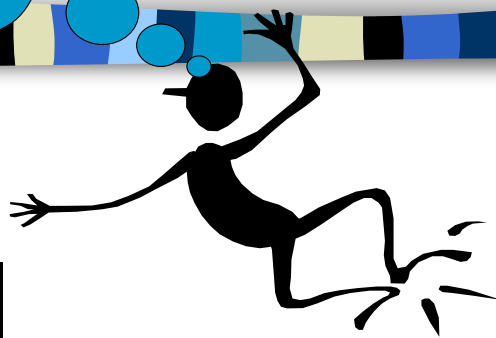
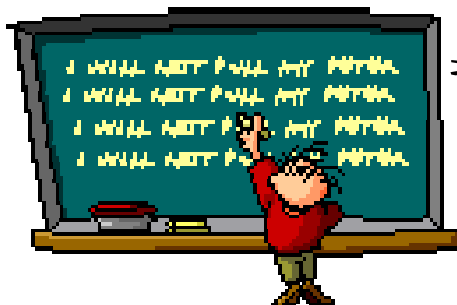
教師自身的專業成長



- **Reflection on practice**
– strengths and weaknesses
教學省思(優點及缺點)
- **Examining data and student work** 檢視(學生學習成果的)資料及學生作品
- **Workshops, Conferences**
參加工作坊、會議
- **Seeking support** 尋求支持協助
- **Open to applying advice and suggestions** 樂於接受忠告及建議

Thank you for all of
your kind attention!

謝謝聆聽！



37

(四)主題研討 II:Malden 學區透過課室訪視以督導、檢視及改進教學
(Supervising, Monitoring and Improving Instruction through Classroom Visitations in
Malden Public Schools)

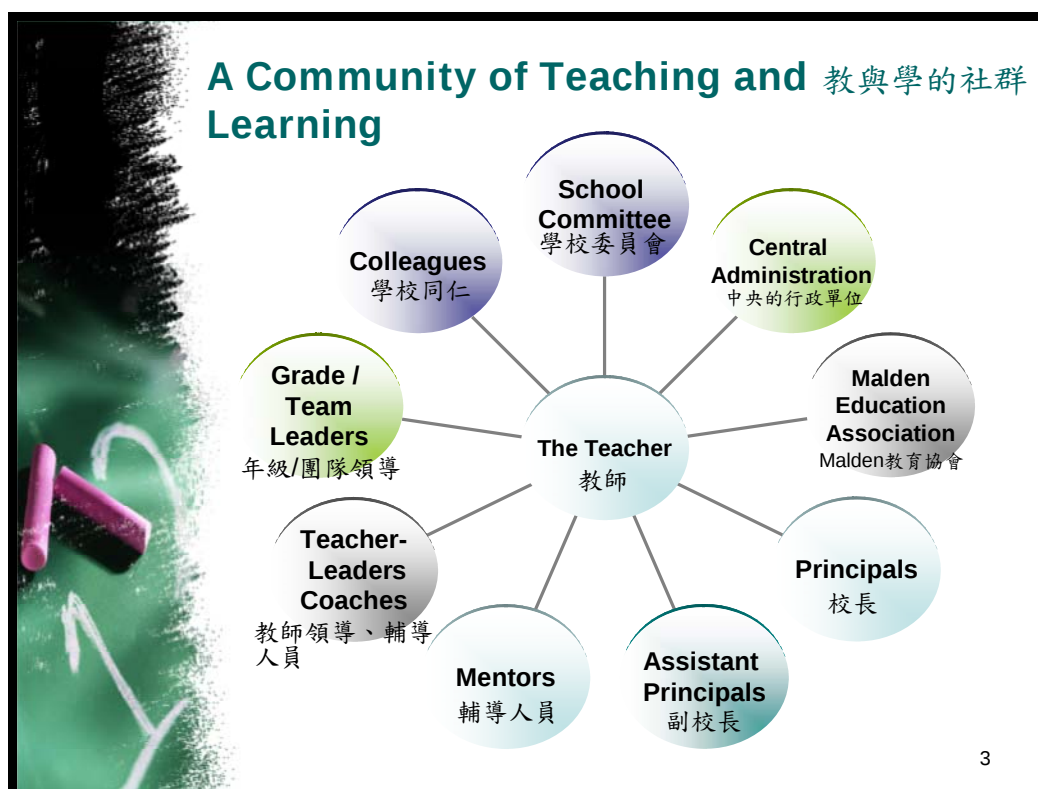


Supervising, Monitoring and Improving Instruction Through Classroom Visitations

透過課室訪視以督導、檢視及改進教學

Nancy Kassabian
Assistant Superintendent
of Schools
Malden, Massachusetts USA

1





How the Visitations Connect to District Goals:

如何將課室訪視連結到學區目標

- From the Malden Public Schools Strategic Plan – District Goals - Instruction

從Malden公立學校策略計畫—學區目標—教學

- **Goal: Students will increase their ability to interact thoughtfully with text, data, number and word problems, visuals, and phenomena, on their own and with one another, to build new knowledge, skills and understanding.**

目標：學生將增進與文本、資料、數字、文字問題、視覺及現象的互動能力，可以獨立地及與他人一起地，建立新的知識、技巧與理解。

5



Specific District Objective That Supports The Goal

支持總體目的之特定學區目標

- ***Students will read every day and use different strategies to interact thoughtfully with text, data, number and word problems, visuals, phenomena, and one another. Their daily work (collected in notebooks, journals, and/or folders) will include evidence that they have...***
(continued on next slide)

學生每天閱讀並且使用不同策略，深入地與文本、資料、數字、文字問題、視覺及現象等互動。他們日常的工作(收集在筆記本、日記或檔案夾裡)將包含他們成長的證據(見下一頁投影片)

6



What tools do we use when we “visit”

訪視老師的課室時我們使用怎樣的工具

- **Please refer to the documents: Visitation Guidelines**
請參照課室訪視指引手冊相關的文件
- **The tool: 工具：**
 - **It is the same tool for all teachers -- new and experienced teachers**
所有教師皆使用相同的工具：新進及資深教師
 - **Administrators’ and coaches’ role is to identify areas of strengths and areas of weaknesses with these visits with each teacher**
行政人員及指導人員的角色在於訪視每位教師教學時找出教師的優缺點
 - **Determining what and where are the “gaps”**
 - **Is it the teacher’s skills in a specific strategy?**
 - **Is it the implementation of the strategy?**
決定教學上的「落差」可能會是什麼？會在哪裡？
落差是發生在教師在特定策略上的技巧嗎？
落差是發生在策略的執行嗎？

7

Use of Visitation Guides 課室訪視指引手冊的使用

Note: Please refer to the documents 請參閱相關文件

❖ They are helpful guidelines for the visit

課室訪視指引手冊有助於引導課室訪視

❖ Visitations focus on one or two of the areas

訪視教師課室只針對一至二個領域

❖ The descriptors help everyone with common vocabulary and understanding of effective practice

指標幫助大家具備共通的語彙、瞭解有效教學的內涵

❖ The descriptors also help target teachers' needs for professional development

指標也幫助確立教師專業發展需求的目標

8

課室訪視與教學觀察

Visitations vs. Observations

Visitation 課室訪視

- Not a part of formal evaluation process
並非正式評鑑過程的一部份
- Can be as short as 10 minutes in length
時間可以只有短短十分鐘
- Feedback can be oral and / or written
回饋可以是口頭或書面的
- Does not enter in personnel file
不會列入教師個人檔案
- No limits – frequent if necessary
次數沒有限制，如有必要可以經常性做
- Unannounced
結果不會公佈

Observation 教學觀察

- Part of the Professional Growth Cycle – formal evaluation process
專業成長循環的一部分(正式評鑑過程)
- Minimum 30 minutes in the classroom
在教室內的時間至少要三十分鐘
- Feedback must be written
回饋一定要是書面的
- Becomes part of the personnel file
成為個人檔案的一部分
- Limited by contract depending on the Year of Cycle
次數受合約限制，依據進行到的循環系統年數來決定
- Announced
結果會公佈

9



Process of a Visitation- Informal Evaluation (Formative) 課室訪視的過程：非正式的評鑑(形成性)

- **Who?** All evaluators and content area coaches. Can be done in pairs (Example: a principal and a curriculum director)
誰去訪視？所有評鑑者及課程領域的指導者，可以兩兩一組。例如：一位校長搭配一位課程主任
- **When?** Can be announced or unannounced
什麼時候做？可以公告布或不公布？
- **What happens?** The “visitors” will go into the classroom, observe for 10-20 minutes, and take some notes on what has been observed in teaching and learning. 實施方式？訪視者進入教室觀察10-20分鐘，將課堂上所觀察到的教學及學習狀況做紀錄
- **The notes are the guide for the feedback to the teacher.** Commendations, recommendations for a strategy or how to improve on the implementation of a strategy. 於課堂中所記載的紀錄是給予教師回饋的指引。回饋可以是：對於教學策略的稱許、建議或是如何改進策略的實施方式。
- **Feedback is oral or written and should be provided within a week (sooner is more effective)** 回饋可以是以口頭或書面形式告知，並且應該於一週內給予教師回饋(越快越有效)

10



Process of Formal Observation and Evaluation (Formative and Summative) 正式觀察及評鑑過程(形成性及總結性的)

- **An formal observation is done by arranging a specific time with the teacher and observing the class. (Refer to the PPT on the Professional Growth Cycle and document)**
正式觀察的實施是與任課教師安排一個特定時間到班觀察。(請參考教師專業成長循環簡報及文件)
- **It must be preceded by a pre-conference and followed through with a post-conference (dated, signed agreements)**
觀察之前要有觀察前會談，之後要有觀察後會談。(標有日期、簽署過的合約)
- **The observation and subsequent narrative addresses what was directly observed in the classroom.**
教學觀察及隨後的敘述內容應該以課堂上直接觀察到的事項為要點。

11



Process of Formal Observation and Evaluation (Formative and Summative) continued...

正式觀察及評鑑過程(形成性及總結性的)--續

- **Only what was observed can enter into the written document** 只有在課堂上觀察到的事項可以列入書面文件
- **Example: Specific teaching strategies employed by the teacher, how the students respond, the groupings, the implementation of an objective-driven lesson plan, how the students are monitored and assessed. Is there closure? How was classroom / student management? Etc., etc.,**

例如：教師運用到的特定教學策略？學生如何回應？如何進行分組活動？目標導向的教學計畫如何執行？教師如何檢視及評量學生？教師是否有總結教學內容？班級管理如何等？

- **A narrative is then written with what was directly observed; commendations and recommendations are also included.** 敘述內容於觀察之後依直接觀察到的事項撰寫；給予教師的讚揚與建議也包含在其中。

12



Observations continued.... 觀察 (續...)

- **The observation narrative differs from a visitation feedback in that it is much more comprehensive and examines / analyzes the lesson more closely.**

觀察的敘述有別於訪視的回饋，因為所描述事項更為廣泛，更加深入檢視與分析課堂教學

- **It looks at an entire lesson – not just a fragment. (Planning, Instruction, Curriculum, Management, Assessment)**

入班觀察著重在教學的整體，而非只是教學的片段。(課程規劃、教學、課程、教室管理、評量)

- **It is the evidence to support the final Evaluation which is the summative tool from the Professional Growth Cycle.**

入班觀察提供支持最終評鑑的證據，它是從專業成長循環中提出的總結性工具

- **All administrators have been trained in courses of Observing and Analyzing Teaching.**

所有的行政人員都已接受過觀察及分析教學的訓練。

13



Specific Strategies Identified 確認特定的策略

.....identified the topic, main idea and most important details included in the text, data, problem or other source, orally and in writing, in their own words, on their own and with other strategically selected student (s).

確定教學主題、主要概念及最重要的細節，這些都包含在文本、資料、問題或其他來源中，確定的方式可以用口頭或書面方式呈現，以教師自己的語言，由他們自己和其他有策略性選擇出來的學生共同確定。

➤ **The Key Learning Strategies** : 關鍵的學習策略

- Think-Write-Pair-Share, Content-Response Notes/Write & Respond to Text, I See/It Means, Dialectical Journals, It Says/It Means, Think Aloud, GIST

思考—寫作—分組—分享，內容—回應，筆記/寫作及回應文本，我所見到的/它的意義，辯證的日記，它敘說什麼事實/它的意義是…，敘說出內心思考的事物，要旨

➤ **Key Comprehension Strategies**: 關鍵的理解策略

- Clarify –Question –Summarize-Determine Importance

闡述—提問—概略說明—決定重要性

14



How do we make this happen? 我們如何實踐?

- **Study / Observe the teacher's repertoire of teaching strategies**

研究/觀察教師執行教學策略的本領

- **Align Professional Development**

與專業發展一致

➤ **What: targeting the specific modeling and teaching of common teaching and learning strategies**

內容：以特定模式為目標並教授共通的教學及學習策略

➤ **Who: principals, assistant principals, curriculum directors, teacher leaders, mentors, coaches working with teacher**

誰來執行：校長、副校長、教務主任、教師領導者、教練、與教師共事的指導人員

15



Example of descriptors for Initial Instruction (also called “mini-lesson”):
初始教學的指標範例(亦稱之為「迷你課程」)

Mini-Lesson/Initial Instruction: *The teacher...*

- **Introduced new content clearly and effectively, through a reading, presentation or other activity.** 迷你課程/初始教學：教師藉由閱讀、簡報或其他的活動，清楚且有效地介紹新的課程內容
- **Complemented expository material with visual or narrative material.**
用視覺或敘事方式的教材補充說明
- **Used an effective instructional strategy (i.e., Think Aloud) to model new skills/strategies, including those needed to complete the day’s product(s).** 使用有效的教學策略(如：敘說內心思考的事物)來形塑新的技巧或策略，包含那些完成當下教學成果所需要的策略

16



Example of descriptors for Initial Instruction (also called “mini-lesson”):
初始教學的指標範例(亦稱之為「迷你課程」)

- **Introduced new content/skills/strategies in reasonably small, manageable chunks or steps accompanied by checks for understanding.**
教師以相當短的/可以掌握的程序或步驟介紹新的課程內容/技巧或策略，並且隨之進行對學生理解的確認
- **Used a variety of explanatory devices to respond to students’ different abilities, needs and learning styles.**
運用各式各樣的解說方法來回應學生的不同能力、需求及學習型態
- **Helped students make connections between new content and their prior knowledge and experiences.**
幫助學生將新知識與舊知識及經驗結合
- **Provided students w/time to think about, discuss & record new content, strategies, questions & other responses in their notebooks, in their own words.**
提供學生時間，讓學生可以思考、可以讓學生在自己的筆記本上用
用自己的話討論並紀錄新的課程內容、策略、問題或其他回應

17



Expectations for Administrators 對行政人員的期待

Principals/Assistant Principals: 校長/副校長：

- **On average, 30+ minutes per day working directly with individual teachers in or outside of their classrooms.**
平均每天至少花30分鐘以上，直接與個別教師在課堂內或課堂外工作
- **At least two-thirds of these minutes will be spent visiting classes.**
而其中至少三分之二的時間用在訪視課室教學
- **One-third of these minutes may be spent debriefing with teachers or participating in other instructional improvement work focused on classroom practice (e.g., notebook reviews, progress monitoring meetings, watching and responding to videos).**
而三分之一的時間用在跟老師聽取報告或參加其他針對課堂教學改進的工作(例如：回顧紀錄、進度檢視會議、觀看及回應錄影帶)
- **Debriefings with teachers will occur within one week of the class visit (orally and/or in writing) and will include concrete, constructive suggestions to improve instruction, student engagement and student work.**

與教師聽取報告會在班級觀察後的一週內完成(口頭及/或書面形式)，報告內容包含對於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

18

Expectations for Curriculum Directors and Program Managers 對於課程主任及學程主任的期待

- **On average, 30+ minutes per day observing, co-teaching or conducting demo lessons in classes.**
平均每天至少花30分鐘以上觀察、協同教學或在班級作教學展示
- **They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions to improve instruction, student engagement and student work.**

他們在一週內會與教師聽取報告(口頭及/或書面形式)，報告中提供教師關於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

19



Expectations for Coaches and Teacher Leaders

對於教學指導人員及教師領導的期待

- On average, 120+ minutes per day observing, co-teaching or conducting demonstration lessons in classes (teacher leaders: 60+ minutes, on average, per day).

平均每天至少花120分鐘以上觀察、協同教學或在班級作教學展示(教師領導者：每天平均至少60分鐘以上)

- They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions: instruction, student engagement and student work.

他們在一週內會聽取教師報告(口頭及/或書面形式)，報告中提供教師關於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

20



Visitation Feedback Sample:

課室訪視回饋範例：

- **Commendations** “Students were interacting well with each other and the new content in a Think-Write-Pair-Share”

讚許：以思考—寫作—分組—分享方式所進行的學生彼此之間以及和新課程內容之間的互動相當良好

- **Recommendations** “Students should interact more with one another in a Think, Write, Pair-share Activity”

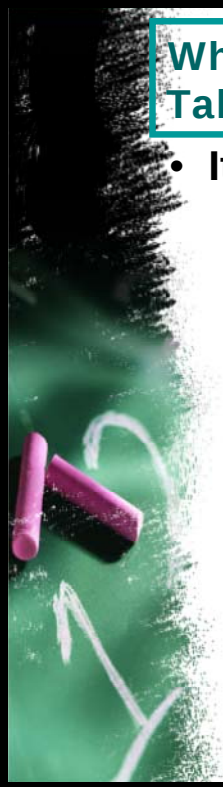
建議：學生間應該有更多以思考—寫作—分組—分享活動所進行的互動
Prescriptions “This is how you facilitate more interaction with a Think-Write-Pair-Share” (explicit directions / modeling / resources / PD would be given to the teacher)

指示：這就是你如何使用思考—寫作—分組—分享活動的方式來促進更多互動的方式(給予教師清楚的方向/模範/資源/專業發展的建議)

- **Expectations** “It is expected that students will interact more with each other with some of the strategies that I have recommended /modeled for you or you have learned in district professional development”

期待：希望你能運用我推薦/示範給你的一些策略、或你已經在學區專業發展學習到的策略，使學生間的互動變得更多

21



When Does The Professional Development Take Place? 教師專業發展何時發生?

- **It is / can be** 它是/可以是
 - **Embedded in daily practice with a coach, etc.** 融入在有教練協助的每日教學實務中
 - **Common Planning Time** 共同的課程規劃時間
 - **Faculty meetings** 教職員會議
 - **Early Release Days** 提早放學日
 - **Full-day Professional Development** 全天的專業發展
 - **After school workshops** 放學後的工作坊
 - **Summer institutes** 暑期講習

22



Addressing district goals and objectives with:

- 說明學區的目的與目標
- ***Common language, practices and strategies for administrators and teachers***
以行政人員及教師共同的語言、教學方法及策略
 - ***Frequent targeted feedback to teachers***
對教師經常的、有目標性的回饋

23

**Intended Result:
Expectations for High Achievement by
All for All**

預期結果：對全體學生全都能做到有高成就表現的期待

❖ **Equity and access to curriculum**

平等以及有接受課程的機會

❖ **Differentiation of instruction**

殊異化的教學

❖ **Connecting across disciplines** 跨領域的連結

❖ ***With common research-based, effective
teaching and learning practices***

以共同的、研究為基礎的、有效的教學及
學習實務



(五)主題研討Ⅲ:台北美國學校評鑑標準與多元資料來源取徑
(TAS Standards Based and Multiple Data Source Approach)

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



Dr. Sharon Hennessy 韓雪倫
Superintendent 總校長
Taipei American School 台北美國學校

Taipei American School
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



Thank you!

The Three-Track Approach to Teacher Assessment

教師評鑑的三軌取徑

Components, Timeline, Procedures and Protocol

要素、時間表、步驟以及協議

台北美國學校的專業成長以及評鑑模式提供了三種表現評量的軌道。每條軌道都以老師在台北美國學校的任期以及以下敘述之教師表現為基礎。

New Teacher Track 新進老師的軌道

我們了解初接觸台北美國學校的老師都面臨了各種與其專業及個人生活之問題。此軌道乃為新進教師設計，特別是在第一學期，提供適當程度的支持，而不是要打擊他們。

- 在「新進教師輔導」時便會告知其專業成長歷程。
- 在學年開始的三週內，教師將會與其目標引導員(教學輔導教師)碰面，且會為當年設定兩個專業目標。這些目標將會與台北美國學校教學標準或教學團隊學生成就目標相連結，並且會依據其教學任務來設定。
- 在十二月十五日之前，是一系列的非正式教學觀察與回饋，評鑑人員會「草擬」出一份進度報告。
- 在寒假之前，評鑑人員及受評教師會碰面來討論此份草擬的進度報告，決定這位教師在今年接下來的時間將要走哪一條軌道，然後，評鑑人員將完成進度報告，並且提供備份給這位教師。根據合約，若有重大的、受關注的教學表現被觀察到，教師將不會被續聘。若有需要，學校得提供申訴政策。
- 新進教師與評鑑人員將會討論並決定，哪條軌道符合這位教師專業目標與需求。

Professional Growth Track 專業成長軌道

- 「專業成長軌道」是為了使教師對他們自己的專業成長具有主導權而設計的。其重點在於設立與台北美國學校教學標準有關的目標，然後在核對整年大量的各式各樣資料之後，評量這些目標的達成。
- 教師們創造「專業成長計畫」，為當年度設立專業目標，這些目標都與「台北美國學校教學標準」有所關聯，並以前一年度所蒐集到的資料為基準。教師會設立一個個別的表現目標以及一個學生學習團隊的目標。
- 在每年十月十五之前，教師們將會與其教學輔導教師聚會並討論其專業成長計畫。
- 一年下來，教師會從多種管道蒐集資料，包括對於調查資料的調查以及評鑑人員經由正式與非正式觀察所作的紀錄。
- 每年春天將會提供給教師一日做為「專業發展日」，使教師省思與專業成長計畫有關之資料並且完成專業成長檔案。
- 教師們也會對自己在完成專業成長計畫所下的努力程度進行檢討省思，這部份的資料也會提供給設定目標的教學輔導教師。
- 到達年終之際，教師們將與設定目標的教學輔導教師聚會，以對其專業成長計畫之教師評量部分進行檢討省思。
- 透過「目標達成會議」的討論，每位教師在接下來的一年將採取的軌道將會依據與教師商討過後之評鑑人員意見而定，並且試驗性的目標也將被設立。

Self-assessment Track 自我評量軌道

雖然「自我評量軌道」之歷程與「表現成長軌道」之歷程相雷同，但其主要的差異點在於，在此軌道中之教師有責任以十五項「台北美國學校教學標準」來評估自己的教學表現。在多數的案例中，一位教師每三年遵循一次這樣的成長軌道。

- 自教學觀察蒐集而來的資料，以及在教師與其評鑑人員之間的討論，將在非正式與正式的行程基礎上進行。
- 在春天舉行的「專業發展日」期間，教師將被要求以十五項「台北美國學校教學標準」來評估自己的教學表現。這份自我評量文件，連同專業發展資料夾中的支持性資料將會呈交給評鑑人員。
- 在年底的「教學表現會議」上，教師與教學輔導教師會覆審此位教師對於教學表現的自我評量。依會議之討論，便能決定此位教師下個年度所必須遵循的成長軌道，以及試驗性的目標將被設立。

Annual Goal Setting: The Professional Growth Plan

年度目標設立：專業成長計畫

多元的輸入途徑提供了教師許多不同的資料組合方式，以供分析教學表現。我們必須考量回饋資料包括學生、家長、教學輔導教師/校長的印象感想、學生成就以及與「台北美國學校教學標準」相關之改進目標的設立，可以更聚焦於教學與學習上。

一份標準的「台北美國學校專業成長計畫」表格在每一學年年底會先被檢視，同時將會附上來年有可能達到之目標設立的草案初稿，這些目標的草案是以輸入資料以及與設定目標之教學輔導教師一同召開的「年底目標達成會議」作為根據。在每個學年的秋季，目標設立表格便會完成，並且與其設立目標之教學輔導教師完成檢視。

為利用專業成長歷程所提供之回饋來倡導在我們的學習組織中團隊的用意，以及聚焦於改善學生的學習，所有教職員每個學年必須設立兩個專業目標。

所有教職員必須設定一個與回饋相關之個別專業目標及至少一項教學標準。若為以下群體中之成員的教職員：

- 學前教育至小學階段之年級層次的團隊
- 6-8 年級之中學核心團隊

第二個目標將會是一種團隊目標，且鎖定在學生學習之改進上。

非屬上列所提及之教職團隊成員的第二目標，將會鎖定在學生學習改進之上，並且若非規劃為第二專業目標的話，那就會是屬於與同事共同設立的目標，或是屬於學科的目標。

聚焦於教學以及學習的目標設立，其成功關鍵在於將資料分析與「台北美國學校教學標準」相連結，因為「台北美國學校教學標準」是為學生學習、個別教師與全校教師的教學表現改善設定的。多元輸入評量的研究指出了，當下列因素被包含時，目標完成將更有可能：

- 教師要真正相信目標與回饋資料有所關聯。
- 要有充足的時間用來分析、省思檢討、與設定目標之同儕教學輔導教師、評鑑人員、校長進行討論。
- 評估成功的歷程必須要有所藍圖。
- 限期是合理的。
- 目標必須要公開宣布(團隊、級別、學科會議)
(Manatt, 1997)

Professional Growth Plan 專業成長計畫

Name 姓名 _____ Grade/Team/Dept. 級別/團隊/學科 _____
 Division 部門 _____ Academic Year 學年 _____

Consult your feedback from students and parents and your self-reflection to identify potential areas of growth.

運用從學生與家長徵詢到的回饋，以及你的自我省思，來辨別可能成長的領域。

Professional Goal(s): 專業目標
Reason(s) for your goal: 設定目標的理由

Linkage to Teaching Standards 與教學標準的關連	Linkage to School-Wide Priorities 與全校性的優先事項之關連
■ Effective Planning and Preparation (Standards 1-3) 有效的規劃與準備 (標準一到三) ■ Productive Teaching (Standards 4-7) 有成果的教學 (標準四到七) ■ Learning Environment (Standards 8-10) 學習環境 (標準八到十) ■ Learning Community Responsibilities (Standards 11-15) 學習社群責任 (標準十一到十五)	

What will you do to achieve your goal(s)? 為達到目標你會做什麼?	Resources needed to achieve goal(s) 達成目標所需的資源
Assessment- How will I know when I have achieved my goals(s)? 評量—我要怎麼知道我已達到我的目標了?	Expected Day for Completion 預定完成日

Teacher Signature _____
 教師簽名

Facilitator Signature _____ Date _____
 教學輔導教師簽名 日期

Teacher Reflection and Comments on Professional Goal Attainment 教師之反思以及對專業目標達成之評論
--

Protocol for Collecting Multiple Input Data

蒐集「多元輸入資料」之協議

多元-輸入回饋並不是對於一名員工工作表現之評鑑，它是一種資料來源，用以增加你專業表現上之發展看法。

以下圖表闡釋了在三階評鑑系統內所進行的步驟、角色以及蒐集家長對教師和學生對教師之調查資料的責任。

協議對於資料來說是具體明確的，而資料的取得是透過對調查資料的傳播、蒐集以及檢視而來的。在這項步驟中確保機密是非常重要的。

每個個別教師的多元輸入回饋資料，將只會與教師以及其評鑑人員共享。只有合計部門的以及全校性的(K-12)回饋資料才有可能與全部教職員工及與社群團體共享。

Chart for Collecting Multiple Feedback Data

蒐集多元回饋資料之圖表

Faculty Classification 教職員工分類	Data Collection 資料蒐集
Classroom Teachers 教室教師	Student Survey: 學生調查： ■ 學前教育、小學及 6-8 年級之中學教師將調查所有學生 ■ 9-12 年級之中學教師將提供與所有學生有關的調查 Parent Survey: 家長調查： ■ 所有家長將會被提供 Zoomerang 線上調查以完成每位教師之調查。

What is the purpose of the Professional Growth Folder?

「專業成長檔案」之目的為何？

資料、信件、教學手工教具以及學生作品的蒐集應該是個正常的步驟。專業成長檔案“並不是”個作品選輯——而是一個資訊檔案夾，它對你極為重要，且與十五項教學標準息息相關。其中並沒有依附在你的檔案的證據壓力，有的反而是一組織的工具要協助你填寫自我評量表格以及與主管討論你的工作。

「專業成長檔案」是教師們儲存所有關於他們教學表現之多元輸入資源(自身、學生、家長、評鑑人員)資料的地方。在專業成長與評鑑歷程中，教師將會週期性地分析這些有關他們教學表現的資料，以便：

- 辨識出優缺點，而使得設立的年度專業目標能關聯到十五項教學標準中之一到多項。
- 發展出一個能成為一種幫助教師達成專業目標之「專業成長計畫」之導引。
- 參與和同事、教學輔導教師以及評鑑人員一起進行之實際的、數據導向的對話，討論有關教學表現與專業目標達成；
- 完成一次綜合性的自我評量，要求教師都知悉他們自己的表現與十五項教學標準有關之評斷(每三年便要完成一次「自我評價軌道」)。

教師的「專業成長檔案」可能會包含以下多套的教學表現資料：

- Professional Growth Plan 專業成長計畫
- Evidence of Student Achievement (e.g. student work, externally moderated assessments, authentic assessment results, etc.)
學生成就之佐證(例如：學生作品、外部適當的評量、真實評量之結果等)
- Student to Teacher Survey 學生對教師之調查
- Parent to Teacher Survey 家長對教師之調查
- Self Assessment Survey 自我評量調查
- Evidence from classroom observations 來自於教學觀察之佐證
- Teacher work (e.g. unit plans, committee work, etc.)
教師工作(例如：單位計畫、委員會工作等)
- Self-Assessment Form (completed once every 3 years on the Self-Assessment Track)
自我評量表(每三年完成一次自我評量軌道)
- Letters from students/parents/other faculty 來自學生/家長/其他教職員之書信
- Other information deemed relevant by the teacher
教師所認定之其它相關資料
- Peer coaching feedback (optional: we know some teachers observe each other's teaching for reasons of professional growth)
同儕輔導回饋(可選擇的：我們知道某些教師會以專業成長出發點來觀察彼此的教學。

台北美國學校的教學標準

【表現領域 A】有效能的計畫與準備

標準 1：展現學科與教學知識

標準 2：使用學校課程內容、技能、過程與單元計畫為架構進行教案設計

標準 3：展現有效能的計畫與組織

【表現領域 B】有生產力的教學

標準 4：與學生、家長進行有效溝通

標準 5：界定學習期望並適時提供學生表現的評鑑回饋

標準 6：引起動機並促使學生從事有意義的學習與成長

標準 7：強調英語的熟練度

【表現領域 C】學習環境

標準 8：考量個別需求的學習

標準 9：展現對師生關係的敏感度

標準 10：提供安全的學習環境

【表現領域 D】學習社群的責任

標準 11：展現有效能的人際關係

標準 12：維護並示範誠實、尊重、責任、仁慈的共同價值

標準 13：支持學校的政策與規定

標準 14：對於持續學習的承諾

標準 14：參與課堂外的學校活動

The Three-Track Approach to Teacher Assessment

Components, Timeline, Procedures and Protocol

The Taipei American School professional growth and evaluation model provides for three performance review tracks. Each track, based on the teacher's tenure at TAS and performance is described below.

New Teacher Track

We recognize that teachers new to TAS face a variety of issues that relate to both their professional and personal lives. This track is designed to provide an appropriate level of support for new teachers, but not to overwhelm them, particularly during their first semester.

- ❑ The Professional Growth process is introduced during the New Teacher Orientation.
- ❑ Within three weeks of starting the school year, the teacher will meet with his/her goal facilitator and establish two professional goal(s) for the year. These goal(s) will be linked to the TAS Teaching Standards or the teaching team student achievement goal, depending on the teaching assignment.
- ❑ Before December 15, and following a series of informal classroom visits and feedback, the evaluator will DRAFT a progress report.
- ❑ Before winter vacation, the evaluator and the teacher will meet to discuss the draft progress report, decide which of the tracks the teacher will follow for the remainder of the year, then the evaluator will finalize the progress report and provide a copy to the teacher. If significant teaching performance concerns are observed the teacher, by contract, can be non-renewed. The school's grievance policy is available to the teacher if needed.
- ❑ New teachers and the evaluator will discuss and decide on which track meets the teacher's professional goal(s) and needs.

Teachers New to Taipei American School

Assessment Activity	Calendar	Responsibilities	Resources	Product(s)
New Teacher Introduction ☐ Orientation to Professional Growth and Evaluation System ☐ Review the handbook including teaching performance standards, purposes, etc.	August. (During new hire orientation)	Participating teacher / facilitator and evaluator	Time	Professional Growth Plan (Page 57)
Collaborative Goal Setting Between New Teacher and the Goal Setting Facilitator for the Coming School Year ☐ In order to take advantage of the feedback provided by the professional growth process and promote the use of teams in our learning organization to focus on the improvement of student learning, all faculty set two professional goals for each academic year. ☐ All faculty will set one individual professional goal related to their feedback and teaching standards. ☐ The second goal for faculty who are members of lower school grade level teams and middle school core teams will be a team goal focused on the improvement of student learning. ☐ The second goal for faculty not members of the above mentioned teams will be one that focuses on the improvement of student learning and is to be formulated as either a second professional goal or a collaborative goal set with colleagues or departments.	Complete by October 15	Participating teacher and goal setting facilitator	Time	Revised Professional Growth Plan (copy sent to evaluator)
Evaluator Writes Progress Report Prior to December 15 and Conducts Teacher Performance Conference ☐ Two to three documented classroom visits, with evaluator providing feedback ☐ Evaluator DRAFTS narrative report, shares draft with new teacher, then completes progress report based on discussion. <i>Teacher can reply to the report to the Superintendent. Upon satisfactory completion of the report, the evaluator files it with personnel office</i> ☐ Decision regarding continued employment or placement on a specific track	By Dec. 15	Participating teacher and evaluator	Time	Notes from evaluator's classroom visits
Data Collection ☐ Survey questionnaires distributed, to be completed by parents and students ☐ Ongoing informal and/or scheduled classroom observations and discussions with evaluator, facilitator, or peer	Feb - March Throughout school year	Participating facilitator / evaluator / students / parents	Time	surveys Notes from evaluator's Classroom visits
Collating Data: Teacher gathers information into a Professional Growth folder ☐ Professional Growth Plan (goal(s), action, timeline evaluation) ☐ Feedback and information from parents and students (end of 3 rd quarter) ☐ Classroom visit notes and discussions with evaluator ☐ Student work ☐ Teacher work	Continuous throughout the year and during Spring PD day	Participating teacher	Time	Professional Development Folder
Teacher reflection ☐ Teacher reflects on contents of Professional Growth Folder specifically related to goal(s) as set forth in	Spring PD day	Participating teacher	Time	Complete Professional Growth Plan Reflections (Copy

Professional Growth Plan for this year ☐ Complete "reflection" section of Professional Growth Plan ☐ Give copy of Professional Growth Plan with written reflections to goal setting facilitator and evaluator				to goal setting (facilitator and evaluator)
End of Year Goal Attainment Meeting with Goal Setting Facilitator ☐ Discuss contents of Professional Growth Folder and reflect on accomplishment of goal(s) ☐ Decision regarding placement on a specific track ☐ Develop tentative goal(s) for next cycle/school year	April – June or as needed	Participating Teacher, Goal Setting Facilitator, Evaluator	Time	Signatures on Professional Growth Plan Written notice of professional growth track placement Tentative goal(s) on next year's Professional Growth Plan
Evaluator Receives Copy of Multiple Feedback Data, Places Teacher on Professional Growth and Evaluation Track	May	Teacher and Evaluator		

Professional Growth Track

The Professional Growth Track is designed for teachers to take ownership of their own professional growth. The emphasis is on setting goal(s) that are linked to the TAS teaching standards and then assessing the achievement of those goal(s) after collating a wide variety of data throughout the year.

- ❑ The teachers create a Professional Growth Plan, setting professional goal(s) for the year. These goal(s) are linked to the TAS Teaching Standards and are based on data gathered during the previous year. The teacher sets one individual performance goal and one student learning team goal.
- ❑ Prior to October 15 each year, the teachers will meet with their facilitator and discuss their Professional Growth Plan.
- ❑ Throughout the year the teacher will gather data from a variety of sources, including survey surveys and notes from formal and informal observations by evaluator.
- ❑ One professional development day will be provided in spring for teachers to reflect on the data relating to their Professional Growth Plan and complete the Professional Growth Folder.
- ❑ Teachers will also complete the reflection section about on their efforts to complete their Professional Growth Plan; this will be given to the goal setting facilitator.
- ❑ Towards the end of the year, teachers and their goal setting facilitator will meet to reflect on the teacher's assessment of their Professional Growth Plan.
- ❑ From this Goal Attainment Meeting, the track each teacher will take the following year will be decided by the evaluator in consultation with the teacher and tentative goal(s) established.

Professional Growth Track Cycle Planner

Assessment Activity	Calendar	Responsibilities	Resources	Product(s)
Teacher Creates a Professional Growth Plan ☐ Review tentative goal(s) from previous year ☐ Review feedback from previous year ☐ Link to the school-wide priorities, 15 standards ☐ Refine goal(s) (Individual or team) ☐ Develop Professional Growth Plan (goal(s), action, timeline evaluation) (copy to goal setting facilitator)	August - September	Participating teacher	Time	Professional Growth Plan
Goal Setting Meeting with Goal Setting Facilitator for the Coming School Year ☐ In order to take advantage of the feedback provided by the professional growth process and promote the use of teams in our learning organization to focus on the improvement of student learning, all faculty set two professional goals for each academic year. ☐ All faculty will set one individual professional goal related to their feedback and teaching standards. ☐ The second goal for faculty who are members of lower school grade level teams and middle school core teams will be a team goal focused on the improvement of student learning. ☐ The second goal for faculty not members of the above mentioned teams will be one that focuses on the improvement of student learning and is to be formulated as either a second professional goal or a collaborative goal set with colleagues or departments.	Completed by October 15	Participating teacher / facilitator	Time	Revised Professional Growth Plan
Data Collection ☐ Survey questionnaires distributed, to be completed by parents and students ☐ Ongoing informal and/or scheduled classroom observations and discussions with evaluator, facilitator, or peer	Feb - March Throughout school year	Participating facilitator / evaluator / students / parents	Time	Surveys Notes from evaluator's Classroom visits
Collating Data: Teacher gathers information into a Professional Growth folder ☐ Professional Growth Plan (goal(s), action, timeline evaluation) ☐ Feedback and information from parents and students (end of 3 rd quarter) ☐ Classroom visits and discussions with evaluator ☐ Student work ☐ Teacher work	Continuous throughout the year and during Spring PD day	Participating teacher	Time	Professional Development Folder
Teacher reflection ☐ Teacher reflects on contents of Professional Growth Folder specifically related to goal(s) as set forth in Professional Growth Plan for this year ☐ Complete "reflection" section of Professional Growth Plan ☐ Give copy of Professional Growth Plan with written reflections to goal setting facilitator and evaluator	Spring PD day	Participating teacher	Time	Complete Professional Growth Plan Reflections (Copy to goal setting facilitator and evaluator)
End of Year Goal Attainment Meeting with Goal Setting Facilitator ☐ Discuss contents of Professional Growth Folder and reflect on accomplishment of goal(s) ☐ Decision regarding placement on a specific track ☐ Develop tentative goal(s) for next cycle/school year	April - June or as needed	Participating Teacher, Goal Setting Facilitator, Evaluator	Time	Signatures on Professional Growth Plan Written notice of professional growth track placement Tentative goal(s) on next year's Professional Growth Plan

Self-assessment Track

While the process for the Self-assessment Track is similar to the Performance Growth Track, the key difference is that on this track the teacher is responsible for assessing their performance against all fifteen of the TAS Teaching Standards. In a majority of cases, a teacher follows this track every three years.

- Data gathered from observations and discussions between a teacher and his/her evaluator will be on an informal or formally scheduled basis.
- During the professional development day in the spring, the teacher will be required to assess his/her performance against all fifteen of the TAS Teaching Standards. This self-assessment document along with supporting data in the Professional Growth Folder will be submitted to the evaluator.
- At the Teaching Performance Conference at the end of the year, the teacher and the facilitator review the teacher's self-assessment of his/her performance. From this meeting, the question of which track the teacher will take the next year will be decided and tentative goal(s) established.

Self-assessment Track Cycle Planner

Assessment Activity	Calendar	Responsibilities	Re-sources	Product(s)
Teacher Creates a Professional Growth Plan ☐ Review tentative goal(s) from previous year ☐ Review feedback from previous year ☐ Link to the school-wide priorities ☐ Refine goal(s) (individual and/or collaborative) ☐ Develop Professional Growth Plan (goal(s), action, timeline, evaluation) (copy to goal setting facilitator)	August-September	Participating teacher	Time Spring PD day	Professional Growth Plan
Goal Setting Meeting with Goal Setting Facilitator for the Coming School Year ☐ In order to take advantage of the feedback provided by the professional growth process and promote the use of teams in our learning organization to focus on the improvement of student learning, all faculty set two professional goals for each academic year. ☐ All faculty will set one individual professional goal related to feedback and the teaching standards. ☐ The second goal for faculty who are members of lower school grade level teams and middle school core teams will be a team goal focused on the improvement of student learning. ☐ The second goal for faculty not members of the above mentioned teams will be one that focuses on the improvement of student learning and is to be formulated as either a second professional goal or a collaborative goal set with colleagues or departments.	Completed by October 15	Participating goal setting facilitator / evaluator	Time	Revised Professional Growth Plan
Data Collection (New teacher joins process at this point) ☐ Survey questionnaires distributed, to be completed by parents and students ☐ Informal and/or scheduled classroom observations and discussions with evaluator	Feb - March Throughout school year	Participating facilitator / evaluator / students / parents	Time	Surveys Notes from evaluator's classroom visits
Collating Data: Teacher gathers information into a Professional Growth Folder to address all 15 standards ☐ Professional Growth Plan (goal(s), action, timeline, evaluation) ☐ Feedback and information from parents and students (end of 3rd quarter) ☐ Classroom visits, observation notes from evaluator, and discussions with evaluator or facilitator ☐ Student work ☐ Teacher work	Continuous throughout the year(s) and during Spring PD day	Participating teacher	Time	Professional Growth Folder
Teacher reflects on contents of Professional Growth Folder in preparation for Teaching Performance Conference ☐ Complete and submit the self-assessment document based on all 15 teaching standards, using data sources as documentation ☐ Share professional growth folder with evaluator	Spring PD day	Participating teacher	Time Spring PD day	Self assessment form (Copy to evaluator)
Evaluator Reflection ☐ Evaluator reflects upon the teacher's self-assessment document in preparation for Teaching Performance Conference		Evaluator	Time	
End of year Formal Teaching Performance Conference		Participating Teacher /	Time	Signatures on Self-assessment form

☐ Discuss contents of Professional Growth Folder and discuss self-assessment ☐ Evaluator responds in writing (on the form) to the teacher's self-assessment and makes a decision regarding placement on a specific track ☐ Teacher and evaluator develop tentative goal(s) for next cycle/school year		Evaluator		Written notice of professional growth track placement Tentative goal(s) on next year's Professional Growth Plan
--	--	-----------	--	--

Annual Goal Setting: The Professional Growth Plan

The multiple input approach provides the teacher with a much different array of data for analyzing teaching performance. Considering that feedback data includes impressions from students, parents, facilitator/principal and student achievement information, the setting of improvement goal(s) in relation to the **TAS Teaching Standards** can be more focused on teaching and learning.

A standard **TAS Professional Growth Plan** form is first reviewed at the end of each school year, with a first draft of possible goal(s) for the coming year based on the input data and **the year-end goal attainment meeting** with the goal setting facilitator. In the fall of each school year, the goal setting form is completed and reviewed with the goal setting facilitator.

In order to take advantage of the feedback provided by the professional growth process, to promote the use of teams in our learning organization, and to focus on the improvement of student learning, all faculty set two professional goals for each academic year.

All faculty will set one individual professional goal related to their feedback and at least one teaching standard. The second goal for faculty who are members of the following groups:

- lower school grade level teams
- middle school core teams

will be a team goal focused on the improvement of student learning.

The second goal for faculty not members of the above mentioned teams will be one that focuses on the improvement of student learning and is to be formulated as either a second professional goal or a collaborative goal set with colleagues or as a department.

Critical to the success of goal setting that focuses on teaching and learning is the need to LINK data analysis and TAS Teaching Standards with goal(s) for student learning, individual teacher and school wide performance improvement. Research on multiple input assessment indicates that goal accomplishment is more likely when the following factors are embraced:

- ☐ The teacher truly believes that the goal is hooked to feedback data.
- ☐ Enough time is allowed for analysis, reflection, and discussion with peer(s) goal setting facilitator, evaluator and principal
- ☐ A process for assessing success is outlined
- ☐ Deadlines are reasonable.
- ☐ Goal(s) are announced publicly (team, grade level, department meetings). (Manatt, 1997)

Professional Growth Plan

Name _____

Grade/Team/Dept. _____

Division _____

Academic Year _____

Consult your feedback from students and parents and your self-reflection to identify potential areas of growth.

Professional Goal(s):
Reason(s) for your goal:

Linkage to Teaching Standards	Linkage to School-wide Priorities
☐ Effective Planning and Preparation (Standards 1-3)	
☐ Productive Teaching (Standards 4-7)	
☐ Learning Environment (Standards 8-10)	
☐ Learning Community Responsibilities (Standards 11-15)	

What will you do to achieve your goal(s)?	Resources needed to achieve goal(s).

Assessment- How will I know when I have achieved my goal (s)?	Expected Day for Completion

Teacher Signature _____

Facilitator Signature _____ Date _____

[illegible]

Protocol for Collecting Multiple Input Data

Multiple-Input feedback is not an evaluation of an employee's performance, it is a source of data to enrich perspective about your professional performance.

The following chart provides explanation of procedures, roles and responsibilities for collecting Parent to Teacher, and Student to Teacher *survey* data within the three-tiered system of evaluation.

The protocols are specific to the data that is acquired through the dissemination, collection and collation of survey data. Confidentiality is crucial in this process.

An individual teacher's multiple input feedback data will only be shared with the teacher and their evaluator. Only aggregated divisional and all-school (K-12) feedback data may be shared with full faculty and community groups.

Chart for Collecting Multiple Feedback Data

Faculty Classification	Data Collection
Classroom Teachers	Student Survey: ▪ Lower and Middle and school teachers will survey all students. ▪ Upper school teachers will provide the survey link to all students. Parent Survey: ▪ All parents will be provided with a Zoomerang survey to complete for each teacher.

What is the Purpose of the Professional Growth Folder?

The gathering of data, letters, artifacts of teaching and students work should be a natural process. The professional growth folder IS NOT a portfolio – but rather a folder for information that is meaningful to you that relates to the 15 teaching standards. There is no burden of proof attached to your folder, but rather an organizing tool to assist you in filling out the self assessment form and discussing your work with your supervisor.

The Professional Growth Folder is the place where teachers store all of the information about their teaching performance collected from multiple sources of input (self, students, parents, evaluators). Periodically, during the professional growth and evaluation process, teachers will analyze this information about their performance in order to:

- Identify strengths and weaknesses so that set annual professional goal(s) can be aligned with one or more of the 15 teaching standards;
- Develop a Professional Growth Plan that will serve as a guide to help achieve professional goal(s);
- Engage in substantive, data-driven conversations with colleagues, goal setting facilitators and evaluators about teaching performance and professional goal attainment;
- Complete a comprehensive self-assessment that requires teachers to make informed judgments about their performance in relation to the 15 teaching standards. (Completed once every 3 years on the Self-Assessment Track).

A teacher's Professional Growth Folder may contain the following sets of information about teaching performance:

- Professional Growth Plan
- Evidence of Student Achievement (e.g. student work, externally moderated assessments, authentic assessment results, etc.)
- Student to Teacher Survey
- Parent to Teacher Survey
- Self Assessment Survey
- Evidence from classroom observations
- Teacher work (e.g. unit plans, committee work, etc.)
- Self-Assessment Form (completed once every 3 years on the Self-Assessment Track)
- Letters from students/parents/other faculty
- Other information deemed relevant by the teacher
- Peer coaching feedback (optional: we know some teachers observe each other's teaching for reasons of professional growth)

Using the Self Assessment Form

Instructions- Self-Assessment Form

When placed on the Self-Assessment Track, you are required to make judgments about your performance in relation to each of the 15 Taipei American School Teaching Standards. You will document these judgments by completing the Self-Assessment Form during a professional development day scheduled sometime in Spring. Listed below are some guidelines to complete this form.

1. Acquire the Self-Assessment Form Template from the TAS Server.
- c. Consult the contents in your Professional Growth Folder that you have gathered over the past 3 years. The contents should include the following:
 - ❖ Professional Growth Plans
 - ❖ Results from Student to Teacher Surveys, Parent to Teacher Surveys, and Self-Assessment Surveys.
 - ❖ Documents related to classroom observations from an evaluator(s).
 - ❖ Evidence of Student Work
 - ❖ Evidence of Teacher Work
 - ❖ Letters from students, parents, colleagues and evaluators
2. Examine, analyze, and reflect upon this information in your Professional Growth Folder in relation to the rubric describing each of the 15 Taipei American School Teaching Standards.
3. Based upon your analysis of the information in your folder in relation to the rubric, refer to each standard and check either *Meets Standard* or *Does Not Meet Standard*. Develop a narrative justifying your judgment in the space provided.
4. If you feel that you have exceeded the standard in some ways, please write a narrative describing how in the space provided. You may check the box *Exceeds Standard* if you feel that you have fulfilled the expectations expressed in the rubric.
5. Submit a completed Self-Assessment Form to your Facilitator, so he/she may respond to your Self-Assessment Form under *Evaluator's Response*.
6. Schedule an End of the Year Teaching Performance Conference with your evaluator to review your Self-Assessment Form. The evaluator will make a decision regarding your placement on a specific track for the following year. Also at this meeting you will work with your evaluator to develop tentative goal(s) for the next cycle/school year.

Self-Assessment Form

Performance Area A: Effective Planning and Preparation

Standard 1: Demonstrates knowledge of content & pedagogy

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Comments:

☐ Exceeds Standard

Supervisor's Response:

Standard 2: Uses TAS curriculum content, skills, processes, and unit plans as a framework for lesson planning

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Comments:

☐ Exceeds Standard

Supervisor's Response:

Taipei American School

Page 15

Standard 3: Demonstrates effective planning and organization

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard
Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")
Comments: ☐ Exceeds Standard

Supervisor's Response:

Performance Area B: Productive Teaching**Standard 4: Communicates effectively with students**

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard
Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")
Comments: ☐ Exceeds Standard

Supervisor's Response:

Standard 5: Defines learning expectations and provides timely evaluative feedback on student performance

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard"):

Comments:

☐ Exceeds Standard

Supervisor's Response:

Standard 6: Motivates and engages students in meaningful learning and growth

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments:

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard"):

Comments:

☐ Exceeds Standard

Supervisor's Response:

Standard 7: Emphasizes English language proficiency

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

Note: You may state that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard".

Comments:

☐ Exceeds Standard

Supervisor's Response:

Performance Area C: Learning Environment

Standard 8: Personalizes Learning

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Comments: ☐ Exceeds Standard

Supervisor's Response:

Standard 9: Demonstrates sensitivity in teacher-student relations

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Comments: ☐ Exceeds Standard

Supervisor's Response:

Standard 10: Provides a safe learning environment

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")

Comments:

☐ Exceeds Standard

Supervisor's Response:

Performance Area D: Learning Community Responsibilities

Standard 11: Demonstrates effective interpersonal relationships

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard
Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")
Comments: ☐ Exceeds Standard

Supervisor's Response:

Standard 12: Upholds and models commonly held values of honesty, respect, responsibility and kindness

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard
Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")
Comments: ☐ Exceeds Standard

Supervisor's Response:

Standard 13: Supports TAS policies and regulations

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Meets the Standard").

Comments:

☐ Exceeds Standard

Supervisor's Response:

Standard 14: Commits to continuous learning

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard

Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Meets the Standard").

Comments:

☐ Exceeds Standard

Supervisor's Response:

Standard 15: Participates in school activities beyond the classroom

Teacher Comments Please check one of the following: ☐ Does Not Meet Standard ☐ Meets the Standard
Comments

(Note: You may identify that you are meeting the standard, but also wish to include evidence within this "Exceeds Standard" section, with or without checking "Exceeds Standard")
Comments: Exceeds Standard

Supervisor's Response:

Taipei American School Teaching Standards

Performance Area A: Effective Planning and Preparation

Standard 1: Demonstrates knowledge of content and pedagogy		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Makes <i>consistent</i> content errors - Does not correct content errors students make - Displays little understanding of pedagogical issues involved in student learning of content.	- Displays relevant content knowledge - Makes connections within and across curricula - Demonstrates pedagogical practices that reflect current research on best practices	- Gives evidence of continuing pursuit of current content knowledge - Displays continuing search for best teaching practices - Demonstrates and shares best practices and content knowledge with colleagues.

Standard 2: Uses TAS curriculum, content, skills, processes and unit plans as a framework for lesson planning		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
Does not demonstrate instructional planning based upon the TAS curriculum, content, skills, processes and unit plans.	- Includes the essential components of unit plans; this includes integration of ESLR's, commonly held values, standards and benchmarks, and information literacy and technology. - Integrates multi-cultural perspectives into topics and activities. - Incorporates learning area philosophy and essential teaching agreements	- Implements learning plans that are highly relevant to students and learning goal(s), while reflecting essential components of unit plans. - Demonstrates good lesson planning, focusing on unit plans that consistently allow for flexible adjustment to student/class needs.

Standard 3: Demonstrates effective planning and organization		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Includes learning activities that are inappropriate for students or instructional goal(s). - Does not properly support student learning and developmental needs by the progression of instruction within and between lessons. - Does not use assessment results as a tool for planning.	- Makes appropriate and coherent connections between activities and developmental needs of students and curriculum. - Provides an appropriate progression within and between lessons. - Plans instruction consistent with English language needs of students. - Uses assessment results to guide instructional planning - Engages in collaborative and/or team planning.	- Includes multi-faceted approaches to learning and problem solving. - Allows for variety of instructional groupings, student choice and differing learning pathways according to ability and developmental needs. - Leads in promoting collaborative learning.

Performance Area B: Productive Teaching

Standard 4: Communicates effectively with students and parents

Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Does not give clear directions and procedures; uses unclear spoken and written language. - Makes grammar and syntax errors. - Asks questions that are of poor quality and irrelevant to the lesson plan. - Relies solely on lecture style, mediating questions and answers. - Has low student participation in discussions.	- Gives clear directions and procedures to students and which contain an appropriate level of detail. - Uses correct spoken and written language. - Uses vocabulary appropriate to students' age and interests. - Asks questions that are of high quality and relevant to lesson planning. - Uses a variety of teaching techniques to communicate with students. - Attempts to engage all students in discussion.	- Gives directions and procedures that are clear to students and anticipate possible student misunderstanding. - Consistently uses correct spoken and written language that is expressed in well-chosen vocabulary that extends students' vocabulary, usage, and understanding beyond learning expectations. - Consistently asks questions that are of uniformly high quality. - Provides opportunities outside the class to communicate with individual students. - Uses information technology (web page, PowerPoint, email) to communicate with <i>and</i> <i>instruct</i> students.

Standard 5: Defines learning expectations and provides timely evaluative feedback on student performance

Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Does not consistently communicate learning expectations. - Provides insufficient information to parents and students regarding student performance and achievement.	- Communicates learning expectations and takes into account developmental needs. - Consistently provides timely feedback regarding student performance and achievement. - Communicates with parents and students about student's progress and is available to respond to parent questions.	- Consistently provides timely feedback, including written and oral comments regarding student achievement and makes provisions for students to use feedback in their learning. - Proactively informs a parent about student growth.

Standard 6: Motivates and engages students in meaningful learning and growth

Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Chooses content, materials, and resources that are inappropriate, examples are unclear. - Chooses activities, assignments, and assessment techniques that are inappropriate and do not account for student developmental levels and backgrounds. - Does not make learning relevant to the student. - Does not convey enthusiasm for learning and teaching.	- Chooses content, materials, resources and assessment techniques that are appropriate and link with student knowledge and experience. - Ascertains that students are cognitively engaged. - Ensures that instructional groups are productive and connect to instructional goal(s). - Makes learning relevant to the student. - Conveys enthusiasm for learning and teaching. - Monitors and provides evidence of student learning.	- Chooses content and develops assessment that is highly appropriate and links well with student knowledge and experience. - Provides opportunities for students to demonstrate enthusiasm and a high degree of productivity. - Provides motivation and opportunity for students to engage in projects or activities to enhance understanding. - Conveys a high degree of enthusiasm for learning and teaching.

Standard 7: Emphasizes English language proficiency		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Reflects inadequate knowledge of student English language acquisition needs in planning, teaching practices, and assessment. - Does not promote literacy learning across curricula. - Does not provide appropriate opportunities for student speaking, listening, reading and writing.	- Demonstrates knowledge of student English language acquisition needs in planning, teaching practices and assessment. - Promotes literacy learning across curricula. - Provides appropriate opportunities for student speaking, listening, reading, and writing.	- Displays knowledge of student English language acquisition needs, consistent with the language and cultural diversity of students as demonstrated through planning and delivery of instruction. - Provides appropriate opportunities for meeting the full range of student literacy needs.

Performance Area C: Learning Environment

Standard 8: Personalizes Learning		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Does not accommodate for the various individual learning styles and needs of students. - Does not present curriculum appropriate to student abilities.	- Accommodates for a variety of learning styles. - Presents curriculum appropriate to student abilities. - Teacher differentiates instruction, displaying understanding of students' disparate skills, knowledge, interests and background.	Implements a variety of strategies to address student learning styles, modalities and various "intelligences."

Standard 9: Demonstrates sensitivity in teacher-student relations		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Interacts with students in an unprofessional manner. - Relates inappropriately with students, considering their developmental level or cultural background. - Inadequately addresses conflict between students.	- Demonstrates professionalism, caring and respect in relations with students. - Interacts appropriately with students, considering their developmental and cultural needs. - Is accessible to meet with and get to know students.	- Strives to know each student as an individual. - Demonstrates superior ability in working with fragile or at-risk students. - Proactively helps students overcome difficult barriers to mutual understanding and respect.

Standard 10: Provides a safe learning environment		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Does not maintain a safe learning environment for students. - Demonstrates inadequate supervision which places students at risk. - Does not hold students responsible for inappropriate behaviors. - Models or promotes unsafe behavior.	- Maintains a safe learning environment for students. - Addresses student behavior that may prove harmful. - Promotes safety awareness and knowledge of relevant safety procedures.	- Creates a classroom environment where students offer peer social and emotional support. - Anticipates threatening situations and intervenes before student safety is compromised. - Advocates for improvements in school safety.

Performance Area D: Learning Community Responsibilities

Standard 11: Demonstrates effective interpersonal relationships		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Is generally not supportive of peers in regard to decision-making, sharing space, ideas, methods, and materials. - Does not consistently engage in open, honest and respectful communication. - Exerts a negative influence on team or group dynamics. - Does not exhibit or attempt to build cross-cultural understanding.	- Maintains collaborative and cooperative relationships. - Participates in and supports team or departmental decision-making and team-building activities. - Demonstrates cross-cultural understanding.	- Consistently shares new ideas, methods and resources with peers. - Takes a leadership role in team-building. - Makes a significant effort to understand and respond to cultural differences.
Standard 12: Upholds and models commonly held values of honesty, respect, responsibility and kindness		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Does not keep professional commitments. - Shows disregard for school commonly held values of honesty, respect, responsibility and kindness. - Shows lack of tolerance for diversity of beliefs and values in others, be they intellectual, religious, cultural, related to gender, race or nationality.	- Upholds and models commonly held values of honesty, respect, responsibility and kindness toward all segments of the school community. - Encourages students to embrace and act upon the school values. - Demonstrates sensitivity, tolerance and respect for diverse value systems. - Inspires professional trust and confidence.	- Promotes integration of commonly held values into school curriculum. - Inspires others through own model of living commonly held values. - Provides students the motivation and opportunity to contribute to TAS and the wider community.
Standard 13: Supports TAS policies and regulations		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Demonstrates minimal knowledge of relevant TAS policies and regulations, and makes little attempt to adhere to them. - Uses inappropriate means of resolving workplace concerns and problems.	- Demonstrates knowledge of all relevant TAS policies and regulations, and adheres to these. - Uses appropriate means of resolving workplace concerns and problems.	- Contributes to ongoing review and development of procedures and processes relevant to his/her work area. - Demonstrates active involvement in seeking positive and lasting solutions toward resolving workplace concerns and problems.
Standard 14: Commits to continuous learning		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
- Engages in minimal professional development activities to enhance content knowledge, teaching skills, or skills to support TAS school improvement initiatives. - Makes little attempt to keep curriculum and teaching practices current.	- Seeks out opportunities for professional development to enhance content knowledge and teaching practices to support TAS school improvement initiatives. - Seeks to keep the school's curriculum and teaching practices current. - Contributes to school-wide improvement initiatives.	- Leads in sharing professional development activities with colleagues. - Seeks out professional activities that support school initiatives.

Standard 15: Participates in school activities beyond the classroom		
Behaviors that Indicate a Teacher Does Not Meet this Standard Include:	Behaviors that Indicate a Teacher Meets this Standard Include:	Behaviors that Indicate the Teacher Exceeds this Standard Include:
Is not involved in school events, student activities and/or school initiatives.	Participates in school events, student activities and/or school improvement initiatives beyond the classroom.	- Actively volunteers and participates in a variety of school events, student activities and/or school improvement initiatives beyond the classroom. - Initiates school events, student activities and improvement activities. - Demonstrates involvement in student life beyond the classroom.

(六)主題研討IV:台北美國學校運用多元資料來源以回饋與改進教學品質
(Examples of Feedback from Multiple Data Source to Improve Quality of Instruction in TAS)

Multiple Source Feedback 運用多元資料來源 以回饋與改進教學品質



Dr. Sharon Hennessy 韓雪倫
Superintendent 總校長
Taipei American School 台北美國學校

Why use multiple sources for feedback? 為何要運用多元資料來源以回饋與改進教學品質

- Responds to the need for teachers to have a more robust source of performance data
讓教師有更完整的考績資料
- When students provide feedback to their teachers about classroom climate and learning, there results a positive impact on student learning 當學生回饋教師有關教室氣氛與學習上的意見, 能對學生在學習上有正面的影響
- Feedback from parents who are answering appropriate survey questions about their child's teacher, more times than not, provide supportive and positive feedback to the teacher 回答教師評鑑問卷的家長多半能提供正面的回應給授課教師

Example of Early Elementary Student Feedback 小學低年級學生問卷的問題範例

1. I like being in this class 我喜歡來上學
2. I like to learn new things in this class 我喜歡在學校學習新的事務
3. I feel like I do well in this class 我覺得自己在課堂上表現很好
4. I understand what my teacher wants me to do 我知道老師要我做什麼
5. My teacher gives me the help when I need it 我的老師在我需要時給我幫助
6. My teacher makes learning interesting 我的老師讓學習成爲一件有趣的事情
7. My teacher helps me do my best 我的老師讓我發揮潛能
8. My teacher cares about me 我的老師關心我

Example of Upper Elementary Student Feedback 小學高年級學生問卷的問題範例

1. My teacher knows a lot about what we learn in class 我的老師充分明白我們在課堂上學了些什麼
2. My teacher tells me what I am expected to learn and why it is important 我的老師告訴我該學習的事物並告訴我重要性
3. My teacher is prepared and well organized for class 我的老師備課完整, 課堂上安排妥當

4. My teacher gives me help when I need it. 我的老師在我需要時幫助我
5. My teacher gives me helpful comments about my work. 我的老師對我的課業能提供有用的建議
6. My teacher makes learning interesting 我的老師讓學習成爲一件有趣的事情
7. My teacher is kind and understanding toward me 我的老師對我很友善、很了解我
8. My teacher cares about me 我的老師關心我

Example of High School Student Feedback 高中學生問卷的問題範例

1. My teacher is well-prepared and organized for class 我的老師課堂準備充分、組織完整
2. My teachers provides timely feedback on work I have handed in 我的老師對於我的作業能及時提供意見回饋
3. My teacher clearly explains the course materials and expectations 我的老師清楚解釋課程的教材與期望

4. My teacher clearly demonstrates knowledge of what is being taught 我的老師具備所授課程的專業知識
5. My teacher paces instruction to meet my needs as a learner 老師的教學能滿足我學習的需求
6. My teacher helps me try to be successful in this class 我的老師幫助我在課堂上表現良好
7. My teacher is kind and understanding toward me 我的老師對我很友善、很了解我

8. My teacher helps me to become involved with the ideas and concepts taught in this class 我的老師幫助我在課堂上進入狀況
9. My teacher's assessments (projects, labs, tests, quizzes) relate to what is being taught in this class. 我的老師所出的作業、實驗、大考、課堂小考都在所授課程範圍之內

Parent Feedback Example

家長問卷的問題範例

1. My child appears motivated by this teacher. 這位老師能激發我孩子的學習意願
2. My child appears appropriately challenged by this teacher. 這位老師適度挑戰我孩子的程度
3. This teacher helps me understand how my child is performing. 這位老師幫助我了解我孩子在課堂上的進展
4. My child appears to understand his/her homework assignment for this class. 我的孩子明瞭這堂課的作業

5. This teacher is available for extra help when my child needs it. 若有需要時, 老師不吝於撥出時間來幫助我的孩子
6. This teacher responds to my questions in an effective and timely manner. 這位老師能在短時間內充分地回答我所提出的問題
7. In my interactions with this teacher I felt treated with kindness and respect. 與老師的互動中, 我感受到老師對我的和善與尊重

Advantages of Multiple Source Feedback 多元資料來源回饋的優點

- Feedback from more sources gives a richer picture of performance 多元化的回饋能更加瞭解教師的表現
- Feedback from different perspectives may identify strengths that may be unknown to a single evaluator 來自不同觀點的回饋可以讓每個評鑑者都充分了解被評鑑者的優點
- Feedback from students can be particularly useful in identifying teacher behaviors that promote or inhibit learning 特別是來自學生的回饋能幫助瞭解老師的行為是否能鼓勵或阻礙學生的學習

**TAIPEI AMERICAN SCHOOL
STUDENT FEEDBACK TO TEACHERS
KA – KG
2004- 2005**

Teacher Name: _____ Teacher ID _____

Directions

The designated facilitator (not the home room teacher) should give this survey to one KA/KG student at a time. The designated facilitator should take dictation from each student – using the student's exact words.

1. Tell me about your teacher *(use teacher's name e.g. Mrs. Smiley).

2. What does your teacher * do to help you?

**Taipei American School
Student Feedback to Teachers
Grades 1-2 Students
(2004-05)**

Teacher Name: _____ Teacher ID: _____

Directions: Designated facilitator (not the home room teacher) hands the survey to all students in the class, and then reads each question aloud as the students respond.

😊..... Yes

😐..... Sometimes

☹..... No

1. I like being in this class.....😊 😐 ☹
2. I like to learn new things in this class.....😊 😐 ☹
3. I feel like I do well in this class.😊 😐 ☹
4. I understand what my teacher wants me to do.....😊 😐 ☹
5. My teacher gives me help when I need it.😊 😐 ☹
6. My teacher makes learning interesting😊 😐 ☹
7. My teacher helps me do my best.....😊 😐 ☹
8. My teacher cares about me.😊 😐 ☹

What makes your teacher* a good teacher?

How can your teacher* help you more?

* (use teacher's name e.g. Mrs. Smiley)

TAIPEI AMERICAN SCHOOL
Student Feedback to Teachers
Grades 3-5
(2004-2005)

Teacher ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Teacher Name _____

Note to Students: Please remember that completing this form is voluntary. You may keep this form if you decide not to participate.

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

(0) Do not Know, Does not Apply (1) Never (2) Not Often (3) Sometimes (4) Often (5) Very Often

What is your experience in this class during this school year?

- | | |
|---|-------------|
| 1. I am learning new things in this class. | 0 1 2 3 4 5 |
| 2. I am encouraged to work in different ways: in groups, with partners, a on my own. | 0 1 2 3 4 5 |
| 3. I am using technology to help me learn in this class. | 0 1 2 3 4 5 |
| 4. I can finish all my school homework within 45-60 minutes. | 0 1 2 3 4 5 |
| 5. The homework I am given helps me to learn more about what I am studying in this class. | 0 1 2 3 4 5 |
| 6. I am encouraged to ask questions and participate in class. | 0 1 2 3 4 5 |
| 7. I understand what my teacher asks me to do. | 0 1 2 3 4 5 |
| 8. I am expected to take responsibility for my learning. | 0 1 2 3 4 5 |
| 9. I enjoy being in this class. | 0 1 2 3 4 5 |
| 10. I have worked harder than I thought I could and feel good about my efforts. | 0 1 2 3 4 5 |
| 11. I feel comfortable in this class. | 0 1 2 3 4 5 |
| 12. I am encouraged to write clearly and effectively. | 0 1 2 3 4 5 |
| 13. I am encouraged to speak clearly and effectively. | 0 1 2 3 4 5 |
| 14. I am encouraged to do my best. | 0 1 2 3 4 5 |

What is your experience with this teacher during the school year?

- | | |
|--|-------------|
| 15. My teacher knows a lot about what we learn in class. | 0 1 2 3 4 5 |
| 16. My teacher tells me what I am expected to learn and why it is important. | 0 1 2 3 4 5 |
| 17. My teacher is prepared and well organized for the class. | 0 1 2 3 4 5 |
| 18. My teacher gives me help when I need it. | 0 1 2 3 4 5 |
| 19. My teacher gives me helpful comments about my work. | 0 1 2 3 4 5 |

Taipei American School
Page 32

20. My teacher makes learning interesting.	0	1	2	3	4	5
21. My teacher knows how to get along well with students.	0	1	2	3	4	5
22. My teacher teaches me in different ways.	0	1	2	3	4	5
23. My teacher is kind and understanding toward me.	0	1	2	3	4	5
24. My teacher cares about me.	0	1	2	3	4	5
25. My teacher encourages me to work with others and to cooperate.	0	1	2	3	4	5
26. My teacher encourages all students to follow the TAS values of respect, honesty, responsibility and kindness.	0	1	2	3	4	5

1. What do you like about how your teacher teaches?

2. How can your teacher help you more?

3. If you gave your teacher a low rating on any of the above statements, please explain why.

TAIPEI AMERICAN SCHOOL
Student Feedback to Teachers
Grades 6-8
(2004-2005)

Course ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Teacher ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Teacher Name _____

Note to Students: Please remember that completing this form is voluntary.

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

(0) Do not Know, Does not Apply (1) Never (2) Not Often (3) Sometimes (4) Often (5) Very Often

What is your experience in this class during this school year?

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. I am learning new ideas and skills in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. I am encouraged to ask questions and participate in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. I work on assignments that require me to use information from a number of sources. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. I am encouraged to revise and edit a paper or assignment before turning it in. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. I have used some form of technology in this class to help me learn. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. I receive helpful comments from my teacher on my performance in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. My homework assignments help me learn what is taught in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. In this class there is a variety of learning activities. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. I am encouraged to communicate (speaking, writing) clearly and effectively. | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. I am taught to apply what I have learned in class to different situations. | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. I understand what is expected of me in my class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. I am encouraged to work with others and to cooperate. | 0 | 1 | 2 | 3 | 4 | 5 |

What is your experience with this teacher during the school year?

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. My teacher is well-prepared and organized for class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. My teacher returns my work in a timely manner. | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. My teacher explains things clearly and effectively. | 0 | 1 | 2 | 3 | 4 | 5 |

Taipei American School
 Page 34

- | | | | | | | |
|--|---|---|---|---|---|---|
| 16. My teacher clearly knows a lot about what he or she is teaching in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. My teacher meets my needs as a learner. | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. My teacher helps me to be successful in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. My teacher is kind and understanding toward me. | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. My teacher makes learning interesting in this class. | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. My teacher models the TAS values of respect, honesty, responsibility and kindness and encourages students to follow these. | 0 | 1 | 2 | 3 | 4 | 5 |
| 22. My teacher encourages me to work with others and to cooperate. | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. My teacher's assessments (projects, labs, quizzes, tests) relate to what we are learning in class. | 0 | 1 | 2 | 3 | 4 | 5 |

Think about what you have been learning in this class. What has been your most interesting unit of study and *briefly* explain how the teacher made it this way.

Describe one way that teacher could help you more with your learning.

If you gave this teacher a low rating on any of the above statements, please explain why

TAIPEI AMERICAN SCHOOL
Student Feedback to Teachers
Grades 9-12
(2004-2005)

Teacher Name _____

Note to Students: Please remember that completing this form is voluntary. You may keep this form if you decide not to participate.

Course ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Teacher ID					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Directions: The statements below are designed to find out more about your class and teacher. This is not a test. Do not put your name on this paper. Please respond to all the statements. Please work independently to complete the survey.

(0) Do not Know, Does not Apply (1) Never (2) Not Often (3) Sometimes (4) Often (5) Very Often

What is your experience in this class during this school year?

- | | |
|--|-------------|
| 1. I am learning new ideas and skills in this class. | 0 1 2 3 4 5 |
| 2. I am encouraged to ask questions and actively participate in this class. | 0 1 2 3 4 5 |
| 3. I work on assignments that require me to integrate ideas or information from a number of sources (ex. print media, online databases, personal interviews, internet). | 0 1 2 3 4 5 |
| 4. I am encouraged to continually improve, revise or refine my work. | 0 1 2 3 4 5 |
| 5. I am required to use some form of technology in the completion of an assignment in this class. (ex. calculator, digital media, computer, internet, word processing, spreadsheet) for my learning. | 0 1 2 3 4 5 |
| 6. I receive helpful feedback (written and verbal) from my teacher about my performance in this class. | 0 1 2 3 4 5 |
| 7. My homework assignments support what is taught in class. | 0 1 2 3 4 5 |
| 8. In this class there is a balance of learning and teaching approaches. (lecture, discussion, group projects, collaborative group work). | 0 1 2 3 4 5 |
| 9. Homework assignments for this class generally do not exceed 45-60 minutes to complete. | 0 1 2 3 4 5 |
| 10. I am encouraged to write clearly and effectively. | 0 1 2 3 4 5 |
| 11. I am encouraged to speak clearly and effectively. | 0 1 2 3 4 5 |
| 12. I am encouraged to do my best. | 0 1 2 3 4 5 |
| 13. In this class I have challenged myself and feel good about my efforts. | 0 1 2 3 4 5 |
| 14. I appreciate the value of what I am learning in this class. | 0 1 2 3 4 5 |
| 15. I am taught to think critically: to go beyond memorizing facts, ideas or methods. | 0 1 2 3 4 5 |
| 16. I am taught to analyze elements of an idea, concept, experience or theory. | 0 1 2 3 4 5 |
| 17. I am taught to synthesize and organize ideas, information and experiences into new or more complex ideas. | 0 1 2 3 4 5 |

What is your experience with this teacher during the school year?

- | | |
|--|-------------|
| 18. My teacher is well-prepared and organized for class. | 0 1 2 3 4 5 |
| 19. My teacher provides timely feedback on work I have handed in. | 0 1 2 3 4 5 |
| 20. My teacher clearly explains the course material and expectations. | 0 1 2 3 4 5 |
| 21. My teacher clearly demonstrates knowledge of what is being taught. | 0 1 2 3 4 5 |

三、Malden 公立學校教師評鑑參考資料

Philosophy

Within our school district, the primary purpose of the Professional Growth Cycle is to provide a collaborative opportunity to discuss and improve effective teaching practice. The cycle is designed to maximize student learning through

- the continuous improvement of teaching
- the enhancement of the professionalism and accountability of teachers, and
- the ongoing refinement of the instructional program to assist all students in performing at high levels.

Teacher evaluation is an event within a larger system of constant examination and improvement of teaching. The emphasis of the “cycle” of events in different years is professional growth.

The agreed-upon performance standards are intended to promote a common language and concept system for talking about teaching.

Because the integrity of the professional growth process is critical to the success of a school district, the process identified by the Malden Public Schools supports the goals and ideals of the School Committee, Superintendent, administration, faculty, parents and community-at-large as represented in the Malden Public School District’s Strategic Plan.

It should be noted that, over the past several years, the district has made available to teachers courses in Research for Better Teaching’s “The Skillful Teacher,” which is the basis for the principles for teaching and learning that influenced the development of the newest standards for Massachusetts teachers. It is hoped that district teachers will continue to take advantage of this training when it is made available in-district.

Changes to this document from the 2005-06 pilot version to this final one have been influenced by the work of the District Task Force on Supervision and Evaluation, the results of a district-wide survey conducted in the spring of 2006 and ongoing communications with the Malden Education Association.

Malden Public Schools Professional Growth Cycle

Teachers with Professional Status

The four years of the cycle for teachers of Professional Status include the following:

- Year 1 Administrative Assessment (Formal Evaluation, Long Form)
- Year 2 Individualized Planning and Self-Assessment
- Year 3 Administrative Assessment (Formal Evaluation, Short Form)
- Year 4 Individualized Planning and Self-Assessment

Year 1 Administrative Assessment (Long Form)

By October 15th of the academic year in which the Administrative Assessment occurs, each teacher with Professional Status will have been provided with (1) a complete copy of the Professional Growth Cycle packet, including those Performance Standards against which his/her performance will be evaluated and (2) copy of any published school, department, or district goals of particular interest.

The designated evaluator will then arrange to observe the teacher at least once during the academic year, completing the classroom observation and the evaluation by April 15th. The observation shall be preceded and followed by a conference; during these conferences, evaluator and teacher should discuss any activities, plans or the like that illuminate the process of observation and evaluation. At this time, if a teacher maintains a portfolio, he/she may choose to share its contents with the evaluator so that the evaluator might consider its content in addition to observations, performance standards and ongoing supervision in assessing the teacher's overall performance.

The Teacher Performance Evaluation Form reflects the teacher's performance against the standards established in the following ten major categories (specialists' forms are similar in some standards and different in others):

1. Planning Skills
2. Instructional Skills
3. Classroom Management Skills
4. Motivation Skills
5. Currency and Consistency with the Curriculum
6. Promotion of Equity and Respect for Diversity

Please note that Standards 7-10 will not be addressed in the formal document for 2008-2009

7. *Operational Duties*
8. *Professional Relationships*
9. *Relationships with Parents and Community*
10. *Own Professional Development*

NOTE: There are specialist evaluation tools, tailored to their positional responsibilities that must be used in evaluating the following positions: nurses, guidance counselors, school psychologists, school adjustment counselors, occupational therapists, physical therapists, and speech pathologists in a separate document.

DETAIL ABOUT EACH STANDARD

Introduction:

Years 1 and 3 of the Professional Growth Cycle are based upon established teacher performance standards that have been designed to ensure that teachers assist all students in the goal of performing at high levels.

I. Planning Skills

- Do the students understand what the learning objective is? (Exactly what are they supposed to be learning or getting better at?)
- Is what the students are doing (whatever it is – listening, making, talking, experimenting, writing, practicing, participating in Q&A with the teacher, discussion in group – whatever) likely to lead them logically to the intended learning?
- Does today's lesson have continuity, proper sequence, and integration with yesterdays and tomorrows?
- Does the teacher examine student progress to adjust instruction?
- Does the teacher plan for a range of assessments, formative to summative?
- Does the teacher understand and use the principles of child growth and development in working with students?

II. Instructional Skills

- Do the students know what good performance from them would look like?
- Do the students get effective and frequent feedback on how they're doing?
- Do the students get any cognitive framing for the material that connects it with what they already know, activates their understanding of how it is meaningful, and/or gets them cognitively active in summarizing what has taken place in class?
- Is student understanding checked broadly and frequently so the teaching doesn't get ahead of the learning?
- Do the students experience variety in learning experiences that allows for different learning styles?
- Do the students experience instructional opportunities where they are effectively interacting with ideas, materials, teacher(s) and one another?

Classroom Management Skills

- Do the students enter an environment where materials are out and ready to go and hang-ups and intrusions that could cause downtime, confusion or delay are anticipated and prevented?

- Is student engagement maximized by use of an appropriate range of attention getting strategies?
- Is the space arranged to support the kind of instruction going on?
- Are classroom routines sufficient, understood, and efficient?
- Are teacher radar, body language and consequences appropriately tuned to respond quickly and appropriately to off-task or disruptive behavior?
- Does the teacher maintain a systematic approach to discipline by establishing and administering a consistent and fair set of rules supporting appropriate expectations?
- Does the teacher maintain a high level of student time on task and ensure smooth transitions from one activity to another?
- Does the teacher communicate standards, expectations and guidelines regarding quality and quantity of work, work procedures and interpersonal behavior to students and parents?

III. Motivation Skills (confidence, perseverance, increased personal student responsibility)

- Is there regard and respect between teacher and students based on fairness, listening, courtesy and humor?
- Has anything been done to build support and community among the students?
- Do students make choices in the classroom setting?
- Is anything observed that aims to make students feel safe taking risks, answering hard questions they might get wrong, or sticking with tasks that are a struggle?
- Do students receive the messages “This is important; you can do it; and I’m not going to give up on you” through choice of language and personal interaction with the teachers (situations where these show up: dealing with errors, giving assignments, giving students help, detailed feedback on work)
- Do students experience teacher tenacity, persistence and explicit expression of confidence in their ability of they exert effective effort?

IV. Currency and Consistency with the Curriculum

- Is the teacher up to date regarding curriculum content, both local and state?
- Does the teacher demonstrate a working knowledge of the core curriculum?
- Does the teacher frame curriculum around essential concepts of the disciplines, which provide opportunities for reasoning, analysis and synthesis when planning units, lessons and assessments?

- Does the teacher keep current in the field and apply knowledge to the instructional program?
- Does the teacher contribute to the on-going evaluation of curriculum in the district?
- Is the focus of the lesson consistent with what the curriculum is supposed to be?
- Do the students experience confusions or any content miscues that the teacher picks up and acts upon?

V. Promotion of Equity and Respect for Diversity

- Does the teacher strive to ensure equitable opportunities for student learning?
- Does the teacher provide opportunities to include all students in the full range of programs and activities and extra-curricular activities?
- Does the teacher address the needs of diverse student populations by applying and adapting constitutional guidelines and statutory laws, state regulations, and district and Board of Education policies and guidelines?
- Does the teacher act on the belief that all students can learn and can master a challenging core curriculum with appropriate modifications of instruction?
- Does the teacher demonstrate sensitivity to differences in abilities, modes of instruction, kinds of contribution, and social and cultural backgrounds?

Please note that Standards 7 through 10 will not be addressed in the formal document 2008-2009.

VI. Operational Duties

- Does the teacher perform all required non-classroom duties such as hall monitoring, lunch and bus duties, etc.?
- Does the teacher regularly monitor student behavior beyond the classroom and reinforce appropriate student behavior?
- Does the teacher report discipline and other problems to the administration in a timely manner after making appropriate attempts to solve problematic classroom situations?
- Does the teacher engage in dialogue, problem solving, planning and/or curricular improvement with other teachers at the same grade level or subject discipline either within the school or across the district?
- Does the teacher participate in required staff, team, committee, department meetings and parent conferences?
- Does the teacher meet professional obligations in a timely fashion (e.g. submits paperwork, reports, grades, and requests for student information on time)?

- Does the teacher start and end class on time?
- Does the teacher leave well planned and documented lessons when absent?

VII. Professional Relationships

- Does the teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building, and school district?
- Does the teacher maintain professional boundaries with colleagues?
- Does the teacher work constructively with others to identify school challenges and suggest possible solutions?
- Does the teacher work collaboratively with other staff to plan and implement interdisciplinary curriculum, instruction and other school programs?
- Does the teacher share expertise and new ideas with colleagues?

IX. Relationships with Parents and Community

- Is the teacher constructive and cooperative in interactions with parents and receptive to their contributions?
- Does the teacher keep parents informed of student progress in culturally appropriate ways to aid in the total development of the student?
- Does the teacher maintain professional boundaries with parents?

X. Own Professional Development

- Is the teacher a reflective and continuous learner?
- Does the teacher reflect on his/her own strengths and weakness and modify instruction accordingly?
- Does the teacher develop an Individual Professional Development Plan (IPDP), implement strategies that support the plan's goals, and demonstrate a means of assembling evidence to meet the goals of the plan?
- Does the teacher participate in workshops, conferences, activities sponsored by professional organizations, etc. to bring ideas back to the school and try them out in his/her own instructional practice?
- Does the teacher examine student data and student work with colleagues and then adjust instruction accordingly?
- Does the teacher seek the support of colleagues and is he/she open to applying advice and suggestions?

The formal evaluation must be completed and signed by both the evaluator and evaluatee not later than April 15th for Professional Status Teachers, April 15th for Non-Professional Status

Teachers. Should a teacher wish to comment on his/her evaluation, that commentary should occur in a timely manner so that the completed Teacher Evaluation Form is given to the evaluator to be submitted by him/her to the Administrative Assistant to the Superintendent in one packet no later than May 15th.

Years 2 and 4 Individualized Planning and Self-Assessment: Stages 1 and 2

During Years 2 and 4 of the Professional Growth Cycle process, the teacher with Professional Status will develop a professional growth goal and select an activity or means to meet that goal or may not involve working with others but should constitute substantial and continuous activity for the year. Because of Massachusetts regulations regarding teacher certification and federal regulations regarding the attainment of “highly qualified teacher” status, teachers should use their growth plans as an extension of the Individual Professional Development Plans required for certification and highly qualified teacher status. To those ends, the growth plan must connect the goals of the district, the school, and the individual. A plan for the teacher’s engagement in this activity will be provided to the evaluator by November 1st of the academic year. The evaluator will contact the teacher regarding the submitted plan no later than November 15th to affirm the plan or request new or revised information.

It is recommended that the teacher choose a goal he/she personally and professionally “owns” and values and that that goal be established in accordance with system/department/school goals and its potential impact on student learning. Activities to support such professional growth may include, but are not limited to, course work, internal workshops or seminars, teacher exchange programs, independent or self-study, participation in a collaborative study group, experimentation within a classroom, a combination of the aforementioned activities or others of a comparable nature.

There are many possible options for years of professional growth cycle. (Specialist teachers who travel between schools may elect to engage in an activity in any one of the schools to which they are assigned.)

The Individualized Planning and Self-Assessment Professional Growth Plan must be completed and signed by both the evaluator and evaluatee no later than May 15th. Either the teacher or evaluator may request a post-conference as part of on-going supervision and evaluation. All Individualized Planning and Self-Assessment Professional Growth Plans must be submitted by the primary evaluator to the Administrative Assistant to the Superintendent in one packet no later than June 1st.

See Appendix for the appropriate Years 2 and 4 Planning and Self-assessment forms.

Year 3: Administrative Assessment (Short Form)

To comply with state statute requiring teacher evaluation every two years, evaluators will use Evaluation Short Form, Year 3 to summarize the teacher's performance for the year. No other forms will be required.

Recognizing that professional growth is a continuum, Year 3 of Administrative Assessment (Short Form) necessitates that by October 15th of the academic year in which the Administrative Assessment occurs, each teacher with Professional Status will have been provided with (1) a complete copy of the Professional Growth Cycle Packet, including those Performance Standards against which his/her performance will be evaluated and (2) copy of any published school, department, or district goals of particular interest.

The designated evaluator will then arrange to observe the teacher once during the academic year, completing the classroom observation and the evaluation by April 15th. The observation shall be preceded by a conference and center on one mutually agreed upon standard to be assessed through the classroom observation; the classroom observation will then be followed by a post conference.

The Teacher Performance Evaluation Short Form reflects the teacher's performance against the standards established in the following ten major categories, though for the purposes of this phase of the process only one of the standards that can be assessed through classroom observation* will be decided upon and used (specialists' will choose from their respected standards as reflected of the long form):

1. *Planning Skills
2. *Instructional Skills
3. *Classroom Management Skills
4. *Motivation Skills
5. *Currency and Consistency with the Curriculum
6. *Promotion of Equity and Respect for Diversity

Please note that Standards 7-10 will not be addressed in the formal document 2008-2009.

7. *Operational Duties*
8. *Professional Relationships*
9. *Relationships with Parents and Community*
10. *Own Professional Development*

This formal evaluation--which is a short, focused document of several paragraphs--does not require a written attached Observation Report. Rather, Year 3 is a summary of the teacher pre-conference and observation that is debriefed in a post-conference and then signed by both the evaluator and evaluatee no later than April 15th. Should a teacher wish to comment on his/her evaluation, that commentary should occur in a timely manner so that the completed Teacher Evaluation Form is given to the evaluator to be submitted by him/her to the Administrative Assistant to the Superintendent in one packet no later than June 1st. See Year 3 Observation and Evaluation form.

Teachers without Professional Status

Teachers without professional status are to be evaluated annually via Year 1, Administrative Assessment. By October 15th of the academic year, each teacher will have been provided with (1) a complete copy of the Professional Growth Cycle packet; including those Performance Standards against which his/her performance will be evaluated and (2) a copy of any published school, department, or district goals of particular interest.

Prior to October 15th or four weeks from the date of appointment, a designated evaluator will meet with any teacher new to the system in order to discuss teaching expectations, district and school/department goals, district and school/department philosophies and the like.

Teachers without Professional Status will be observed three times and evaluated once.

Each required observation will be preceded and followed by a conference; during these conferences, evaluator(s) and teacher should discuss any activities, plans or the like that illuminate the process of observation and evaluation. As per the contract, the pre-observation meeting between the evaluator and the teacher must occur at least one workday before the observation but no more than ten workdays before the observation. At this time, if a teacher maintains a portfolio, he/she may choose to share its contents with the evaluator(s) so that the evaluator(s) might consider its content in addition to observations, performance standards and ongoing supervision in assessing the teacher's overall performance against the standards established in the following ten categories (or for specialists those reflected in the specialists' form):

- Planning Skills
- Instructional Skills
- Classroom Management Skills
- Motivation Skills
- Currency and Consistency with the Curriculum
- Promotion of Equity and Respect for Diversity

Please note that Standards 7-10 will not be addressed in the formal document 2008-2009.

- Operational Duties*
- Professional Relationships*
- Relationships with Parents and Community*
- Own Professional Development*

Any formal evaluation must be completed and signed by both the evaluator and evaluatee not later than the due dates. The observation narrative must be given to the teacher no later than five workdays following the observation. Similarly, the evaluation should be given to the teacher in a timely fashion to comply with the April 15th deadline. Should a teacher wish to comment on his/her evaluation, that commentary should occur in a timely manner so that the completed Teacher Evaluation Form is given to the evaluator to be submitted by him/her to the Assistant Superintendent's office in one packet no later than a week after the due date.

Timeline for Teachers with Professional Status

Year 1 Administrative Assessment (Formal Evaluation, Long Form)

October 15th

- A complete copy of the Professional Growth Cycle packet, including those Performance Standards against which his/her performance will be evaluated, is given to the evaluatee.
- A copy of any published school, department, or district goals of particular interest given to the evaluatee.

May 15th

- One required observation is complete.
- Evaluation is complete.

June 1st

- All Teacher Evaluation Forms are submitted by the primary evaluator in one complete packet to the Administrative Assistant to the Superintendent.

Years 2 and 4 Individualized Planning and Self-Assessment: Stages 1 and 2

November 1st

- Teacher submits a plan for a professional growth activity to the designated evaluator(s)

November 15th

- Contact between evaluator(s) and teacher on submitted plan is made.

May 15th

- Both evaluator and evaluatee sign all teachers' Individualized Planning and Self-Assessment Professional Growth Plans.

June 1st

- All Teacher Individual Planning and Self-Assessment Growth Plans are submitted by the primary evaluator in one complete packet to the Administrative Assistant to the Superintendent.

Year 3 Administrative Assessment (Formal Evaluation, Short Form)

October 15th

- A complete copy of the Professional Growth Cycle packet, including those Performance standards against which his/her performance will be evaluated, is given to the evaluatee.
- A copy of any published school, department, or district goals of particular interest given to the evaluatee.

May 15th

- One required observation is complete.
- Evaluation is complete.

June 1st

- All Teacher Evaluation Forms are submitted by the primary evaluator in one complete packet to the Administrative Assistant to the Superintendent.

Timeline for Teachers with Non-Professional Status

Years 1-3 Administrative Assessment (Formal Evaluation, Long Form) (Repeated annually until Professional Status is/is not received)

October 15th

- A complete copy of the Professional growth Cycle packet, including those Performance standards against which his/her performance will be evaluated, is given to the evaluatee.
- A copy of any published school, department, or district goals of particular interest given to the evaluatee.

First 90 days:

- A minimum of one observation must be completed and signed.

April 15th

- A minimum of three observations and the evaluation must be completed and signed by both the evaluator and the evaluatee no later than April 15th and submitted to the Assistant Superintendent's office.

May 15th

- If the district is considering not rehiring a teacher for the following school year, the teacher shall be notified of this intent in writing as soon as possible prior to May 15th.

IMPROVEMENT PLAN FOR TIER 2 IDENTIFIED TEACHERS

Should a professional status teacher receive a “Does Not Meet the Standard (unsatisfactory)” determination in any given year in one or more of the evaluation categories, that teacher may be put on Tier 2 Evaluation. Once an evaluator identifies a teacher for Tier 2 status, that evaluator will present his/her documentation to a three or four member committee consisting of the Superintendent, Assistant Superintendent, a union designee and a curriculum director as appropriate.

If the committee does not determine that there is adequate documentation and evidence to support the Tier 2 rating, the teacher will not enter Tier 2 status and procedures. If the committee concurs with the evaluator’s recommendation, a letter will be sent to the teacher informing him/her of the Tier 2 designation and the institution of the following procedures:

1. An intensive assistance plan will be formulated, with the teacher’s input, by the evaluator of record and a central office or union designee. A curriculum director may also help in the formulation of the plan as appropriate.
2. Three evaluators will observe the teacher’s performance during the six months after the initiation of the Tier 2 intensive assistance plan: the primary evaluator, an administrator from another building, and a central office administrator. Each formal observation will be followed by an observation write-up and a conference with the teacher. Observations by one of these three parties will take place approximately every two weeks.
3. The three evaluators will meet after the six-month period and write a final evaluation summary that declares whether the teacher is “satisfactory” or as yet “unsatisfactory” in performance as determined by consensus. Should consensus not be reached, the Superintendent will make the final determination of “satisfactory” or “unsatisfactory,” or, should evidence be unclear, remand the teacher to a continuation of Tier 2.
4. If the rating continues to be “unsatisfactory,” the Superintendent will move for teacher dismissal. If the rating is “satisfactory,” the teacher will be returned to the regular Professional Growth Cycle.
5. A teacher identified as Tier 2 will not be awarded any negotiated teacher raise for the period of time he/she is put on Tier 2 until that teacher has been removed from Tier 2 due to satisfactory progress.

Observation and evaluation forms for Tier 2 the same as Year 1.

Timeline for Tier 2 Identified Teachers

Administrative Assessment (Formal Evaluation)

October 15th

- A complete copy of the Professional Growth Cycle packet, including those Performance standards against which his/her performance will be evaluated, is given to the evaluatee.
- A copy of any published school, department, or district goals of particular interest given to the evaluatee.

January 15th or by the 90th day of the school year, whichever comes first

- The first three observations and accompanying evaluation must be completed and signed by both the evaluators and evaluatee not later than January 15th or the 90th day of the school year.

February 2nd

- All completed Teacher Evaluation Forms must be submitted by the primary evaluator to the Administrative Assistant to the Superintendent in one packet no later than February 2nd.

April 15th

- The final three observations and accompanying evaluation must be completed and signed by both the evaluator and the evaluatee no later than April 15th.

April 15th

- All Teacher Evaluation Forms must be submitted by the primary evaluator to the Administrative Assistant to the Superintendent in one packet no later than April 15th.

May 15th

- If the district is considering not rehiring a teacher for the following school year, the teacher shall be notified of this intent in writing as soon as possible prior to May 15th.

Identified Circumstances Requiring a Change in Evaluation Procedure

1. Any teacher without professional status hired into the district after November 1st and before March 1 will experience a minimum of two observations and one evaluation due no later than April 15th. Teachers hired after March 1st must be observed twice and evaluated once no later than one month after hiring.
2. If an evaluator falls ill for an extended time or leaves the district, a teacher with or without professional status will be reassigned to a comparable evaluator only if the required minimum evaluations have not been completed.
3. If a teacher with or without professional status falls ill for an extended time, that

teacher may be reassigned to the same phase of the evaluation process again during the following school year.

APPENDIX

PROFESSIONAL DEVELOPMENT OPTIONS

Peer Reflective Conversations

- Invite a peer to discuss and help you reflect on a specific aspect of your teaching
- Choose a reference point for these conversations such as student work samples, videotape of a lesson, or peer visit information.

Peer Visit with Reflection

- Invite a peer to observe a specific aspect of your teaching, so that together you can reflect on the teaching and learning-taking place.
- Participate in a planning conversation to identify the focus of the lesson.
- Participate in a reflective conversation to discuss ideas for improving teaching and learning.

Professional Visits

- Ask to observe a peer or a program.
- Participate in a planning conversation to identify the focus of the visit.
- Participate in a reflective conversation to discuss application ideas and clarify questions.

Action Research

- Study your own teaching/learning practices (as an individual or with a group) to make formal decisions on ways to improve instruction.
- Engage in action research steps in the following sequential order: observe situation; document and discuss; question; collect data; analyze data; identify actions steps and implement; document and discuss; summarize and share lesson learned, implications, or conclusions.

Study Group

- Meet with a small group of educators on a voluntary basis to study and experiment with topics of interest around your craft that will increase your professional repertoire for the benefit of students.

Audio/Videotaping

- Create a tape to collect data for analysis and/or reflection.
- Participate in a peer reflective conversation focused on the audio/videotape.

Delivery of Workshops/Courses

- Prepare, develop, and/or deliver courses or workshops.
- Provide a measurable educational impact for peers, parents, or others.

Develop Instructional Materials

- Create collections of thematically related materials and share with colleagues.

Journal Writing

- Reflect on or synthesize professional readings.
- Critique your own teaching or the teaching of a colleague.
- Record data from classroom observations; analyze trends.
- Write for a specific length of time or amount in response to a prompt, stem, or question.
-

Networking

- Participate in regular or frequent collegial dialogues and collaborative activities focused on school improvement.
- Work with practitioners from different schools.
- Conduct purposeful work focused on educational change.
- Engage in practitioner-driven school-based renewal.

New Curriculum Development

- Develop and pilot new curriculum and share with colleagues.

Participation in a Course

- Apply strategies learned in the course to current instructional practice and share with colleagues.

Teacher Exchange Program

- Teach in another school, district, or country and share insights with staff.

Team Teaching

- Plan, teach, and evaluate a unit collaboratively.
- Share responsibility for developing, presenting, and assessing a lesson.

Others, as agreed upon by the evaluatee and evaluator.

Malden Public Schools' Professional Growth Cycle

**Year 1
Observation Record**

Teacher's Name: _____

Grade/Subject level: _____

Evaluator's (Observer's) Name: _____

Date of Pre-conference Meeting: _____

Date of Observation: _____

Summary of observation:

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Teacher's comments (optional)

Malden Public Schools

Year 1: ADMINISTRATIVE ASSESSMENT TEACHER EVALUATION FORM

Total No. of Observations: _____

Evaluee: _____ **School:** _____

Grade or Subject: _____

Date: _____ **Evaluator:** _____ **Position:** _____

Professional Teacher Status, Yes/No: _____

No. of Years in Malden _____

In present position _____

Tier 1 _____

Non Professional Teacher Status: **Interim** _____ **Final** _____

Directions: In narrative form, describe and evaluate performance as *Meets the Standard* or *Needs Improvement* in the following categories:

1. Planning Skills
2. Instructional Skills
3. Classroom Management Skills
4. Motivation Skills
5. Currency and Consistency with the Curriculum
6. Promotional of Equity and Respect for Diversity

Please note that Standards 7-10 will not be addressed in the formal document 2008-2009.

7. *Operational Duties*
8. *Professional Relationships*
9. *Relationships with Parents and Community*
10. *Own Professional Development*

Dates and Duration of Conference(s):

Observation	Pre-conference	Post-conference
--------------------	-----------------------	------------------------

Recommendation:

Non-Professional Teacher Status

_____ **Second Appointment**
_____ **Third Appointment**
_____ **Professional Teacher Status**
_____ **Non-reappointment**

Professional Teacher Status

_____ **Remain in Tier 1**
_____ **Recommend to Tier 2**

Date: _____ Signature: _____

(Evaluator)

I have read this evaluation, a conference has been held with the evaluator and the stated number of visits and hours are correct.

Date of Conference: _____ Signature: _____
(Evaluee)

The teacher's signature does not imply agreement with the evaluation. The teacher has the right and is encouraged to comment on this evaluation.

Teacher Comments (Optional):

NOTE: Please attach completed observation forms to this evaluation form for submission to Central Office. Thank you.

Malden Public Schools' Professional Growth Cycle

**Year 3
Summative Evaluation, Short Form**

Teacher's/Specialist's Name: _____

Grade/Subject Level: _____

Evaluator's (Observer's)Name: _____

Date of Pre-conference Meeting: _____

Date of Observation: _____

Summary of teacher/specialist performance:

Evaluator's Signature: _____ **Date:** _____

Teacher's/Specialist's Signature: _____ **Date:** _____

Teacher's comments (optional)

MALDEN PUBLIC SCHOOLS

**Years 2 and 4: FORM FOR INDIVIDUALIZED PLANNING AND
SELF-ASSESSMENT
PROFESSIONAL GROWTH PLAN**

Name: _____ School: _____

Assignment: _____

Academic Year: _____ Evaluation Phase: _____

Part I: Briefly describe the professional growth goal you are concentrating on this year and how it connects to district goals and the appropriate school improvement plan to improve student achievement. What activity (ies) are you proposing to engage in to meet this goal?

Signature of Teacher/Specialist: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Part II: Briefly summarize the activity (ies) you engaged in and describe how you have used / will use what you learned in your position to improve student achievement and the evidence that will substantiate that claim.

Signature of Teacher/Specialist: _____ Date: _____

Signature of Supervisor: _____ Date: _____

Classroom Visitations: Expectations, 2009-10

Principals/Assistant Principals: By October, principals and assistant principals will spend, on average, 30+ minutes per day working directly with individual teachers in or outside of their classrooms. At least two-thirds of these minutes will be spent visiting classes. One-third of these minutes may be spent debriefing with teachers or participating in other instructional improvement work focused on classroom practice (e.g., notebook reviews, progress monitoring meetings, watching and responding to videos). Debriefings with teachers will occur within one week of the class visit (orally and/or in writing) and will include concrete, constructive suggestions to improve instruction, student engagement and student work.

Curriculum Directors/Program Managers: By October, curriculum directors and program managers will spend, on average, 30+ minutes per day observing, co-teaching or conducting demo lessons in classes. They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions to improve instruction, student engagement and student work.

Coaches/Teacher Leaders: By October, coaches will spend, on average, 120+ minutes per day observing, co-teaching or conducting demo lessons in classes (teacher leaders: 60+ minutes, on average, per day). They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions to improve instruction, student engagement and student work.

Principal: XXXX XXXXX**Sample** Visitation Log**Month:** October

Name of Teacher	Length of Visit	Feedback	Next Steps
XXX XXXX	40 min.	Oral	Great ELL teacher directed instruction but have students stop to turn and talk
XXX XXXX	40 min.	Oral	List objectives on the board and then refer and use them
XXX XXXX	40 min.	Oral	Small children need a huge amount of structure/scaffolding to the lesson, provision better for the lesson
XXX XXXX	40 min.	Oral	Use what you know about teaching when you start teaching Scott Foresman. The beginning of this is like the beginning of Think Math. Pick one thing at a time to concentrate on.
XXX XXXX	40 min.	Oral	Train your students to run the Morning Meeting so that frees you up for individual instruction
XXX XXXX	20 min.	Oral	When you introduce the center to the children, introduce the goal or objective of the center first; be clear and explicit
XXX XXXX	40 min.	Written	Spend time carefully modeling the center activities so the time spent by the students at the centers is more productive
XXX XXXX	20 min.	Written	More reading should be taking place, including partner reading
XXX XXXX	15 min.	Written	The transitions to centers needs to be crisper; practice the transitions and time them until the students move quickly
XXX XXXX	55 min.	Oral	Set up 2 student number lines to increase participation Compact curriculum if this is something that students had an easy time with last year also BE CLEAR IN YOUR OWN MIND about how and why to start counting on the number line State the objective in the beginning of the lesson and then frequently go back to the objective
XXX XXXX	45 min.	Oral	Have table groups read together rather than one person reading at a time; use turn and talk
XXX XXXX	20 min.	Oral	The para needs to be more engaged and assertive
XXX XXXX	35 min.	Written	One student working on his own needed quite a bit of help
XXX XXXX	15 min.	Oral	Make connection on the right side of the two column notes, don't simply list the definition
XXX XXXX	35 min.	Oral	Always think about percentage of participation. When students were talking about the definition of words, have the students jot something on the top of their paper to increase the level of student participation
XXX XXXX	30 min.	Oral	Have students read silently more than chorally since they are basically good readers.
XXX XXXX	60 min.	Written	Use the common writing language of six traits writing within the objective you put on the board
XXX XXXX	25 min.	Oral	Tell the kindergarten students the objectives for gym class in their own words, even if it is something they understand
Total:	615 min.		

CLASSROOM VISITATION GUIDE:

Generic Date: _____ Time & Duration: _____

Teacher: _____ Visitor: _____

Subject/Course: _____

Environment/Atmosphere:

- The classroom was arranged for whole class instruction, small group instruction and/or independent work to support the lesson's objectives.
- Reference materials, manipulatives, technology and other essential learning tools were available to support the lesson's objectives.
- "Anchor charts," recent student work, rubrics, exemplars, and other resources were posted to guide student practice and indicate student progress.
- Classroom rules and procedures were posted (or in students' notebooks) and referred to as needed.
- Posters, pictures or other artifacts were used to personalize the classroom and connect content to students' lives and the world outside of school.
- ELA: A classroom library of labeled books (if available) was accessible to students and used by them; the books included different levels and genres.

Classroom Management: *The teacher...*

- Communicated clearly, effectively and respectfully throughout the class and held students to the same standard.
- Utilized established procedures & routines to manage interactions, activities and transitions and ensure students worked efficiently and effectively.
- Responded effectively to interruptions.
- Utilized visual and verbal cues to bring students to attention and to curtail inappropriate behavior.
- Effectively apportioned and utilized time during each segment of the class.

Instructional Objectives: *The teacher...*

- Posted and clearly explained what students would know and be able to do as a result of the day's lesson, including key vocabulary/terms, and why the content is important.
- Referenced the objectives throughout the lesson.
- Identified challenging product(s) students would complete to demonstrate they met (or made progress toward) the day's objectives.
- Identified challenging, measurable objectives aligned with the standards and pacing guide for the course (where available).

Preview: *The teacher...*

- Used a brief “Do Now” or Pre-Reading activity to activate/assess/build prior knowledge, connect with a prior lesson and/or homework, preview important vocabulary, and/or generate curiosity/predictions about a new topic, concept or skill to be studied.
- Provided students with an opportunity to clarify their initial understandings or misconceptions with the class, in small groups or in pairs.

Mini-Lesson/Initial Instruction: *The teacher...*

- Introduced new content clearly and effectively, through a reading, presentation or other activity.
- Complemented expository material with visual or narrative material.
- Used an effective instructional strategy (i.e., Think Aloud) to model new skills/strategies, including those needed to complete the day’s product(s).
- Introduced new content/skills/strategies in reasonably small, manageable chunks or steps accompanied by checks for understanding.
- Used a variety of explanatory devices to respond to students’ different abilities, needs and learning styles.
- Helped students make connections between new content and their prior knowledge and experiences.
- Provided students w/time to think about, discuss & record new content, strategies, questions & other responses in their notebooks, in their own words.

Initial Assessment: *The teacher...*

- Engaged students in a brief activity to check for understanding and explore students’ questions and thoughts.
- Frequently directed questions at selected students (versus the class as a whole) to engage and hold all students accountable.
- Included sufficient wait time; resisted the urge to provide answers and elaborations until students were finished.
- Acknowledged and gave credit for constructive responses and participation; redirected students who were disengaged.
-
- Asked for explanations, details, examples or evidence when responses were unclear, incomplete, or understanding wasn’t apparent.
- Encouraged students to probe one another and to build on one another’s responses and understandings.

Processing/Conferring (Independent Practice/Application/Assessment): *The teacher...*

- Provided students with a thoughtful, challenging activity to practice new skills, respond to new content, master new vocabulary, utilize effective comprehension and learning strategies, and demonstrate understanding.
- Provided students w/clear expectations, directions, responsibilities & performance criteria for their independent/small group work and products.
- Utilized and effectively managed small group structures to facilitate collaborative learning (e.g., centers, partners).
- Circulated/conferred to check for understanding; provide suggestions when students were struggling, off task or ready for more; make note of students’ successes and instructional needs; affirm good work; push students to challenge and support one another.
- Held students accountable for good work and engagement (orally and through some credit-recording/clipboarding system).

- Collected, checked, responded to, and graded students' notebooks/journals at least once each month.

Closing: *The teacher...*

- Provided students with the opportunity to summarize what they had learned, in writing, or orally share and discuss what they had learned.
- Worked with the students to connect the day's work and learning to the day's objectives and to resolve misconceptions.
- Held students accountable for thoughtful engagement (orally or through some credit-recording/clipboarding system).
- Assigned homework that extended students knowledge or skills, provided much-needed practice, and/or helped them prep for the next lesson.

The Students...

- Listened and engaged thoughtfully with the teacher.
- Worked effectively on their own and with one another; listened, questioned, probed and built on one another's responses and understandings.
- Used their notebooks to record and respond to new content throughout the lesson, on their own and with one another.
- Used their notebooks as review, study and reflection tools.
- Made good use of reference materials, manipulatives, technology and other essential learning tools, where appropriate.
- Used rubrics to guide their work and discussions, when appropriate and available.
- Produced quality work and responses that went beyond recall/copying; demonstrated an understanding of the day's objectives; included sufficient details from available sources.
- ELA: Have reading logs that demonstrate they've read texts of various genres and levels, constructed meaning through writing, and used the strategies they've learned to have discussions about what they're learning.

Additional reflections/suggestions: Use other sheet(s) as necessary.

CLASSROOM VISITATION GUIDE:

Literacy Block– Grades K-5 Date: _____

Time & Duration: _____

Teacher: _____

Visitor: _____

Grade Level: _____

2 – Strong Implementation 1 – Partial Implementation N – Not Observed
N/A – Not Applicable

Environment:

- There is a rug area for meeting with the whole class and/or small groups. The meeting area contains a chair for the teacher and an easel, chart stand, or whiteboard.
- Materials for instruction are conveniently located in the classroom, e.g., markers, magnetic letters, and books for read-aloud and shared reading.
- Core curriculum materials are visible, well organized, and readily available to students.
- Bulletin boards and charts reflect the learning in the current reading theme.
- The word wall contains appropriate high frequency words and other high utility words. Words are added and removed throughout the year.
- The furniture arrangement is flexible and supports independent and small-group work.
- The classroom library is accessible to students and used daily for independent reading. Bins contain books in different genres and on different levels, and are labeled in many ways (e.g., by genre, topic, theme, or author). Note: Every book does not need to be leveled or labeled.
- There are clearly-defined areas, centers, or tubs where students can do authentic and meaningful independent or collaborative work. A workboard/other management tool is visible and used by students.

Instruction/Planning: All Grades – The teacher...

- Provided students with 90 or more minutes for reading instruction. The schedule was clearly visible.
- Used the core curriculum and adhered to the scope and sequence.
- Clearly posted the daily content and language objectives for the literacy block.
- Explicitly taught the five essential elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Differentiated instruction; worked with students in small groups based on needs determined by the data from writing assessments and DIBELS, GRADE, MELA-O, and MEPA progress monitoring.

Instruction: Kindergarten – The teacher...

- Shared Writing: Composed the morning message or other piece of shared writing with students with specific teaching points in mind.
- Phonemic Awareness: Included a five-minute daily activity.
- Mini-lesson: Taught two to four mini-lessons focused on phonics, comprehension skills and strategies, vocabulary, high-frequency words, word study, and/or speaking and listening during whole group instruction.
- Shared Literature: Conducted a shared literature session using a big book, library book, or the core.

- Small Groups: Met with small groups of students to work on skills and/or to read pre-decodable, decodable, or leveled books.
- Small Groups: Met with the most struggling students, maybe even more than once.
- Center Work: Actively engaged students in meaningful activities such as letter work, reading decodable books, listening to books on tape, independent reading from browsing boxes, reading around the room, working in a poetry or computer center, and practicing oral language skills.

Reader's Response: Students responded by drawing and some writing on a daily basis to analyze and synthesize what they have read.

Instruction: 1st Grade – The teacher...

- **Shared Writing:** Composed the morning message or other piece of shared writing with students with specific teaching points in mind.
- **Shared Literature:** Read aloud from the selection in the teacher's guide to develop students' listening comprehension skills.
- Phonemic Awareness: Include a five-minute daily activity.
- Minilesson: Taught two to four minilessons focusing on phonics, comprehension skills and strategies, vocabulary, high-frequency words, word study, or speaking and listening during whole group instruction.
- Shared Literature (Reading Street): Used the text selection to model comprehension skills and strategies and expose the students to grade-level texts. Built background, reviewed vocabulary, and read a FEW pages with the whole group (2 days each week).
- Small Groups: Met with small groups of students to work on skills and/or to read the text, decodable books, or leveled books.
- Small Groups: Met with the most struggling readers, maybe more than once.
- Center Work: Actively engaged students in meaningful activities such as word study, listening to books on tape, practicing phonics using decodable books, reading independently and with partners, working at a computer center, and responding to literature.
- Center Work: Built students' stamina in independent reading, increasing the time spent reading to thirty minutes by the end of the year.
- Reader's Response: Students responded in writing on a daily basis to analyze and synthesize what they have read.

Instruction: 2nd Grade – The teacher...

- **Shared Writing:** Composed the morning message or other piece of shared writing with students with specific teaching points in mind.
- **Shared Literature:** Read aloud from the designated selection in the teacher's guide to develop students' listening comprehension skills.
- Minilesson: Taught two to four minilessons focusing on phonics, comprehension skills and strategies, vocabulary, high-frequency words, word study, or speaking and listening during whole group instruction.
- Shared Literature (Reading Street): Used the text selection to model comprehension skills and strategies and expose the students to grade-level texts. Built background, reviewed vocabulary, and read a FEW pages together with the whole group (2 days each week).
- Small Groups: Met with small groups of students to work on skills and/or to read the text, decodable books, or leveled books.
- Small Groups: Met with the most struggling readers, maybe more than once.

- Center Work: Actively engaged students in activities such as working in a word study/vocabulary center, listening to books on tape, reading independently and with partners, working at a computer center, and responding to literature.
- Center Work: Built students' stamina in independent reading, decreasing the use of center activities. By the end of second grade, students should be spending 30-40 minutes reading each day. Students may be discussing books within small groups.
- Reader's Response: Students responded in writing on a daily basis to analyze and synthesize what they have read.

Instruction: Grades 3-5 – The teacher...

- Shared Literature: Read aloud from the designated selection in the teacher's guide or self-selected, theme-related stories to develop listening comprehension skills.
- Minilesson: Taught two to four minilessons (grade 3) or one to two minilessons (grades 4-5) focusing on phonics, comprehension skills and strategies, vocabulary, high-frequency words, word study, or speaking and listening during whole group instruction.
- Shared Literature (Reading Street): Used the text selection to model comprehension skills and strategies and expose the students to grade-level text. Built background, reviewed vocabulary, and read a FEW pages together with the whole group (2 days each week); students turn and talk about their learning.
- Small Groups: Met with small groups of students to work on skills and/or to read the text, decodable books, or leveled books.
- Small Groups: Met with the most struggling readers, maybe more than once.
- Independent Work: Actively engaged students in meaningful activities such as working in a word study/vocabulary center, listening to books on tape, reading independently and with partners, working at a computer center, and responding to literature.
- Independent Work: Built students' stamina in independent reading, decreasing the use of center activities. Students in third grade should be reading at least 45 minutes each day. Students in grades 4-5 should devote even more time to independent reading. Students may discuss books within small groups.
- Reader's Response: Students responded in writing on a daily basis to analyze and synthesize what they have read.

The Students...

- Demonstrated an understanding of the day's objectives, and the content, skills and strategies being taught.
- Listened and engaged thoughtfully with the teacher and one another throughout the lesson.
- Used their notebooks to record and process new content and strategies throughout the lesson (grades 4-5).
- Produced quality work and responses that ___ went beyond recall/copying, ___ demonstrated understanding, and ___ included sufficient details.
- Used rubrics to guide their work and discussions, when appropriate.

Additional reflections/suggestions:

CLASSROOM VISITATION GUIDE:

Elementary Math Date: _____ Time & Duration: _____

Teacher: _____ Visitor: _____

Grade Level: _____

2 – Full Implementation 1 – Partial Implementation N – Not Observed
N/A – Not Applicable

Environment/Atmosphere:

- The classroom was arranged for whole class instruction, small group instruction and/or independent work to support the lesson's objectives.
- Reference materials, manipulatives, technology and other essential learning tools were available to support the lesson's objectives.
- "Anchor charts," recent student work, rubrics, exemplars, and other resources were posted to guide student practice and indicate student progress.
- Classroom rules and procedures were posted (or in students' notebooks) and referred to as needed.
- Posters, pictures or other artifacts were used to personalize the classroom and connect content to students' lives and the world outside of school.

Classroom Management: *The teacher...*

- Communicated clearly, effectively and respectfully throughout the class and held students to the same standard.
- Utilized established procedures and routines to manage interactions, activities and transitions.
- Responded effectively to interruptions.
- Utilized visual and verbal cues to bring students to attention and to curtail inappropriate behavior.
- Effectively apportioned and utilized time during each segment of the class.

Instructional Objectives: *The teacher...*

- Posted and clearly explained what students would know and be able to do as a result of the day's lesson, including key vocabulary/terms, and why the content is important.
- Referenced the objectives throughout the lesson.
- Identified challenging product(s) students would complete to demonstrate they met (or made progress toward) the day's objectives.
- Identified challenging, measurable objectives aligned with the standards and pacing guide (where available) for the course.

The students ...

- Recorded the objectives in their notebooks (grades 4-5).

Developing Mathematical Language: *The teacher...*

- Built mathematical language and vocabulary through concept development.
- Developed mathematical language and vocabulary in context.
- Allowed students to discuss and explain mathematical concepts to stimulate vocabulary development.
- Provided students with opportunities to explain their understanding of mathematical concepts in writing.

Developing Problem Solvers: *The teacher...*

- Developed problem-solvers through open-ended situations, high interest sequences and puzzles.
- Developed problem-solvers by using real world situations and moving children to mathematical descriptions.
- Provided leveled problems to meet the needs of all students.
- Encouraged students to participate in reflective thinking and share their methods for solving problems.
- Encouraged students to construct their own math stories and word problems.

Building Conceptual Understanding: *The teacher...*

- Supplied students with manipulatives, models and pictures to develop mathematical understanding through problem situations.
- Helped the students connect the manipulatives, models and pictures to the mathematical concepts and procedures.
- Encouraged students to connect new mathematical concepts to previously learned mathematical content.
- Presented good explanations of reliable techniques and a variety of strategies for mastering the concept.
- Offered many levels of practice (i.e. intervention and challenge activities) for all students to master concepts.

Building Skill Fluency: *The teacher...*

- Provided focused practice for students to build skill fluency while learning a new mathematical concept.
- Supplied students with interesting problem situations and puzzles to practice math facts.
- Made available interesting mathematical games that require the use of basic skills while developing mathematical concepts.
- Offered opportunities for students to participate in mental math activities.

Assessment: *The teacher...*

- Provided a variety of activities for students to demonstrate knowledge of their mathematical understanding.
- Conducted ongoing assessment and used the data to create flexible, needs-based groups.
- Encouraged students to self-assess their mathematical growth and understanding.
- Clearly communicated mathematical progress to the students (and their parents).

Closing: *The teacher...*

- Provided students with the opportunity to summarize what they had learned in writing, or orally share and discuss what they had learned.
- Worked with the students to connect the day's work and learning to the day's objectives.
- Held students accountable for thoughtful engagement (orally or through some credit-recording/clipboarding system).
- Assigned homework that extended students knowledge or skills, provided much-needed practice, and/or helped them prep for the next lesson.

The Students...

- Understood and accurately explained the instructional objectives for the day, when asked to.
- Listened and engaged thoughtfully with the teacher and one another throughout the lesson.
- Made good use of reference materials, manipulatives, technology and other essential learning tools.
- Used their notebooks to record and process new content and strategies throughout the lesson (grades 4-5).
- Produced quality work and responses that ___ went beyond recall/copying; ___ demonstrated understanding; and ___ included sufficient details.
- Used rubrics to guide their work and discussions, when appropriate.

Additional reflections/suggestions: Use additional sheet(s) as needed.

CLASSROOM VISITATION GUIDE: Secondary Math

Date: _____

Time & Duration: _____

Teacher: _____

Visitor: _____

Grade/Course: _____

2 – Full Implementation 1 – Partial Implementation N – Not Observed
N/A – Not Applicable

Environment/Atmosphere:

- The classroom was arranged for whole class instruction, small group instruction and/or independent work to support the lesson's objectives.
- Reference materials, manipulatives, technology and other essential learning tools were available to support the lesson's objectives.
- "Anchor charts," recent student work, rubrics, exemplars, and other resources were posted to guide student practice and indicate student progress.
- Classroom rules and procedures were posted (or in students' notebooks) and referred to as needed.
- Posters, pictures or other artifacts were used to personalize the classroom and connect content to students' lives and the world outside of school.

Classroom Management: *The teacher...*

- Communicated clearly, effectively and respectfully throughout the class and held students to the same standard.
- Utilized established procedures and routines to manage interactions, activities and transitions.
- Responded effectively to interruptions.
- Utilized visual and verbal cues to bring students to attention and to curtail inappropriate behavior.
- Effectively apportioned and utilized time during each segment of the class.

Instructional Objectives: *The teacher...*

- Posted and clearly explained what students would know and be able to do as a result of the day's lesson, including key vocabulary/terms, and why the content is important.
- Referenced the objectives throughout the lesson.
- Identified challenging product(s) students would complete to demonstrate they met (or made progress toward) the day's objectives.
- Identified challenging, measurable objectives aligned with the standards and pacing guide (where available) for the course.

Preview: *The teacher...*

- Used a brief “Do Now” activity to activate/assess/build prior knowledge, connect with a prior lesson and/or homework, preview important vocabulary, and/or generate curiosity/predictions about a new topic, concept or skill to be studied.
- Provided students with an opportunity to clarify their initial understandings or misconceptions with the class, in small groups or in pairs.

Mini-Lesson (Initial Instruction): *The teacher...*

- Introduced new content/vocabulary/concepts clearly and effectively, through a reading, presentation or other activity.
- Included the three components of mathematical ideas (linguistic, conceptual, procedural).
- Used an effective instructional strategy (i.e., Think Aloud) to model new skills/strategies, including those needed to complete the day’s product(s).
- Introduced new content/skills/strategies in reasonably small, manageable chunks or steps accompanied by checks for understanding.
- Guided students to the appropriate level of understanding of the mathematical idea being presented (intuitive, concrete, pictorial/representational, abstract, application, communication).
- Demonstrated an understanding of the students’ mathematical learning personalities (ways of making sense of mathematics information) by including both quantitative (sequential) and qualitative (visual/spatial, holistic) approaches.

Mini-Lesson (continued): *The teacher...*

- Used multiple representations of functions (the rule of 4) and facilitated students’ ability to understand the connections among the representations.
- Integrated technology to teach multiple representations of functions (the rule of 4.)
- Demonstrated a multi-representational approach to investigate and solve problems and to write about conclusions.
- Used a variety of explanatory devices to respond to students’ different abilities, needs and learning styles.
- Modeled and taught the new material with clear examples.
- Modeled appropriate calculator use: used a calculator: 1) for complex computations but NOT for basic facts; 2) to develop number concepts and skills; 3) to develop an understanding of the connections among the multi-representational forms of a function (the rule of 4)
- Helped students make connections between new content and their prior knowledge/experiences to solidify understanding.
- Provided students w/time to think about, discuss & record new content, strategies, questions and responses in their notebooks, in their own words.

Initial Assessment: *The teacher...*

- Engaged students in a brief activity to check for understanding and explore students’ questions and thoughts.
- Frequently directed questions at selected students (versus the class as a whole) to engage and hold all students accountable.
- Included sufficient wait time; resisted the urge to provide answers and elaborations until students were finished.
- Acknowledged and gave credit for constructive responses and participation...or demerits for lack of attention or thoughtful effort.

- Asked for explanations, details, examples or evidence when responses were unclear, incomplete, or understanding wasn't apparent.
- Encouraged students to probe one another and to build on one another's responses and understandings.

Processing/Conferring (Independent Practice/Application/Assessment): *The teacher...*

- Provided students with a thoughtful, challenging activity to practice new skills, respond to new content, master new vocabulary, utilize effective comprehension and learning strategies, and demonstrate understanding.
- Provided students with activities that balanced their need to: 1) build skills by practicing "naked" math problems, and 2) apply these skills to real-world situations. (Knowing math means "automatizing" skills, facts, and procedures and applying them to other mathematical ideas, disciplines, and real life.)
- Provided students w/clear expectations, directions, responsibilities & performance criteria for their independent/small group work and products.
- Effectively managed the transition from whole class to independent/small group work.
- Allowed the use of a calculator when not focusing on computational proficiency and encouraged appropriate use.
- Circulated/conferred to check for understanding; provide suggestions when students were struggling, off task or ready for more; make note of students' successes and instructional needs; affirm good work; push students to challenge and support one another.
- Held students accountable for good work and engagement (orally and through some credit-recording/clipboarding system).
- Collected, checked, responded to, and graded students' notebooks at least once each month.

Closing: *The teacher...*

- Provided students with the opportunity to summarize what they had learned in writing, or orally share and discuss what they had learned.
- Worked with the students to connect the day's work and learning to the day's objectives.
- Held students accountable for thoughtful engagement (orally or through some credit-recording/clipboarding system).
- Assigned homework that extended students knowledge or skills, provided much-needed practice, and/or helped them prep for the next lesson.

The Students...

- Listened and engaged thoughtfully with the teacher.
- Worked effectively on their own and with one another; listened, questioned, probed and built on one another's responses and understandings.
- Used their notebooks to record and respond to new content throughout the lesson, on their own and with one another.
- Used their notebooks as review, study and reflection tools.
- Made good use of reference materials, manipulatives, technology and other essential learning tools.
- Used a multi-representational approach to investigate and solve mathematical problems, to write about their conclusions, and to work in groups to communicate mathematics orally.
- Produced quality work and responses that went beyond recall/copying; demonstrated an understanding of the day's objectives; included sufficient details from available sources.
- Used rubrics to guide their work and discussions, when appropriate and available.

Additional reflections/suggestions:

