

主題研討 I

Plenary Session I

Malden學區教師專業 成長循環：標準

The Professional Growth Cycle in Malden Public Schools: The Standards

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International Conference on Teacher Evaluation with Professional Growth Cycle

THE PROFESSIONAL GROWTH CYCLE: THE STANDARDS

教師專業成長循環：標準

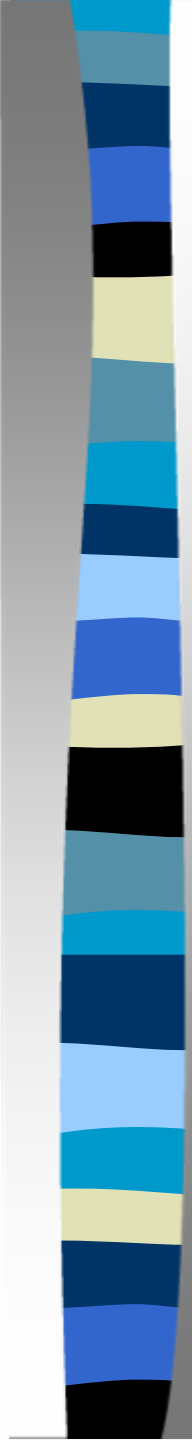
***GREETINGS
TO MY
COLLEAGUES IN TAIWAN!***

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

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



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

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
- ✓ **Provide appropriate practice of the lesson** 提供學生適當的練習^{活動}
- ✓ **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

PLANNING

課程規劃

What is the Standard?
什麼是標準?

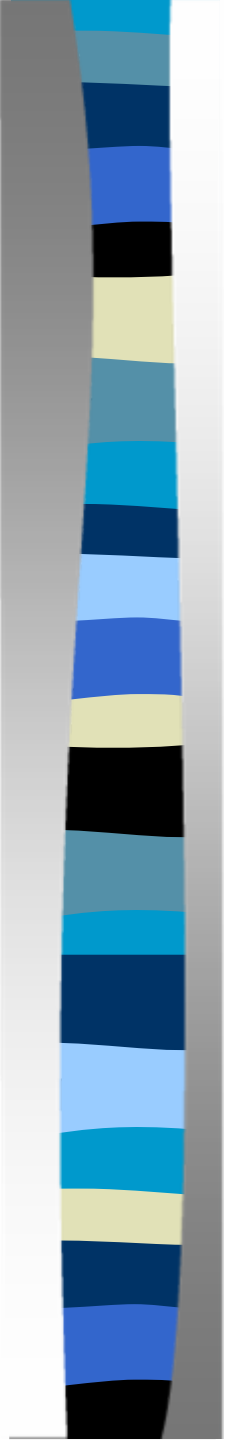
Identify Concepts / Skills
指出概念/技巧

Identify Resources Needed
指出所需的資源

Identify the Instructional Strategies
指出教學策略

Create Assessments that Reflect the Standard and Instruction

發展可以反映出標準及教學的評量活動



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?

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)

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？

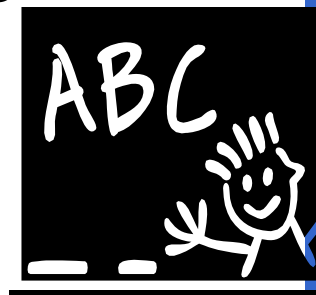
- **Is there sequence, logic, strands**

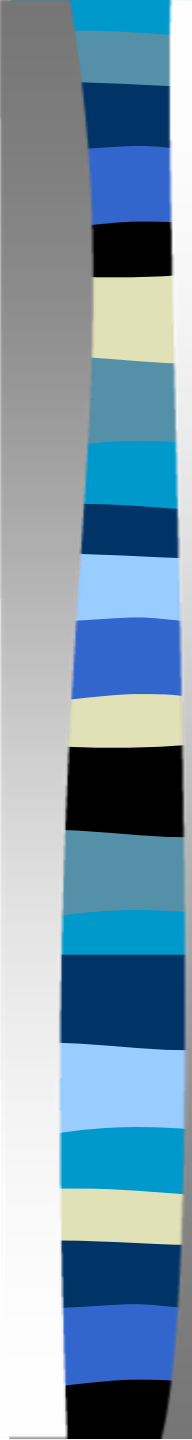
課程是否有次序、邏輯、連貫？

- **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。

II. Instructional Skills 教學的技巧



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)

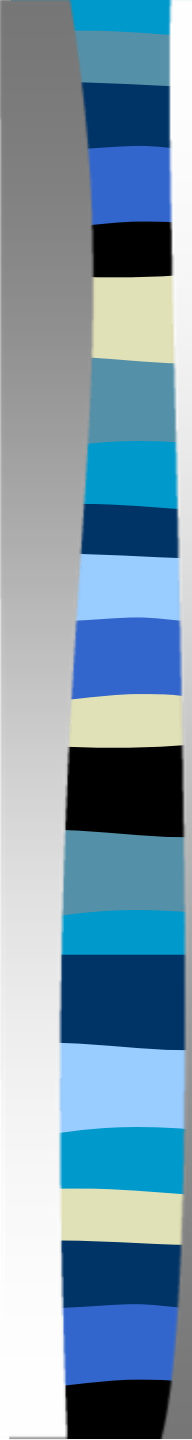


THE STUDENT-CENTERED CLASSROOM

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？

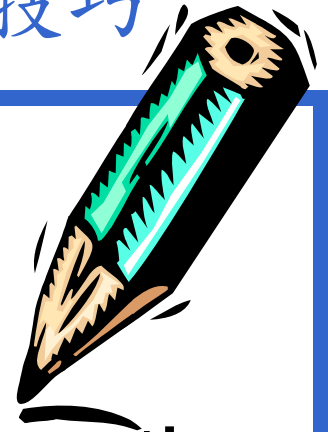


II. Instructional Skills 教學的技巧

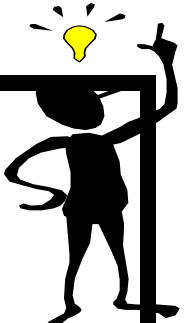
- **Does the Teacher give examples of what good performance looks like?**
教師能否舉例說明怎樣才是好的表現？
- **Do Students get feedback?**
學生是否得到回饋？
- **Do Students connect their learning to what they already know?**
學生的學習是否能連結舊有的知識？
- **Is “student understanding” checked frequently?**
教師是否經常地確認學生理解了嗎？

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



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

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

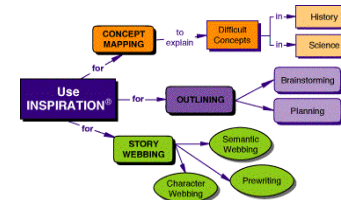
教師是否支撐學習鷹架、結合其舊有知識，幫助學生學習？



■ 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

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？



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



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？



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？

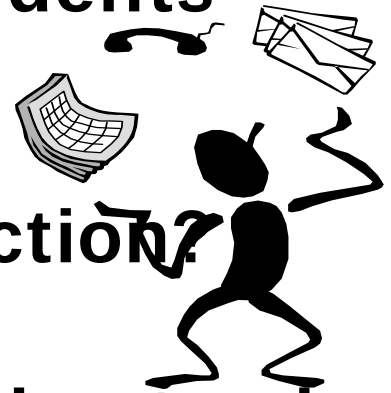
- **Does the space support instruction?**

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？



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



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？



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?**

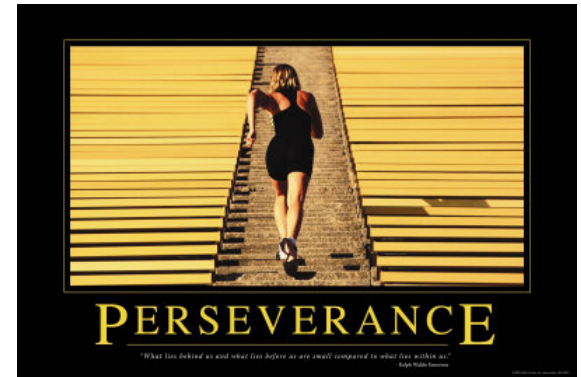
對於無法理解的學生，教師如何堅持不放棄？



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



IV: Curriculum 課程

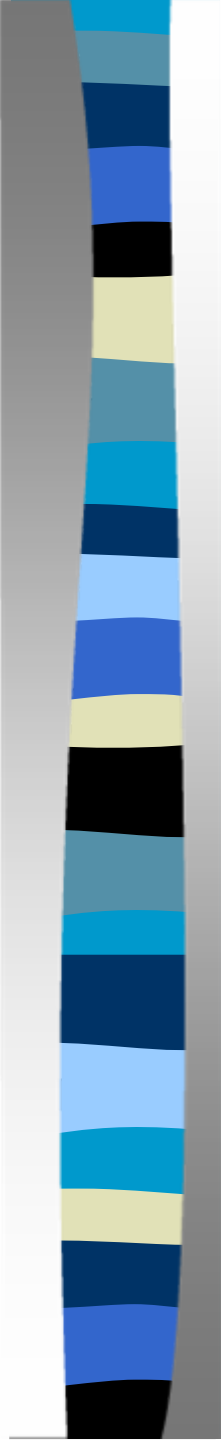


V: Currency and Consistency with Curriculum 與課程一致並與時俱進

- **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？

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





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

- **Are there equitable opportunities for student learning?**
- **Is there a belief evident that ALL Ss can learn and master a challenging core curriculum with appropriate modifications of instruction?**

學生的學習機會是否均等？

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？

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。



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.**

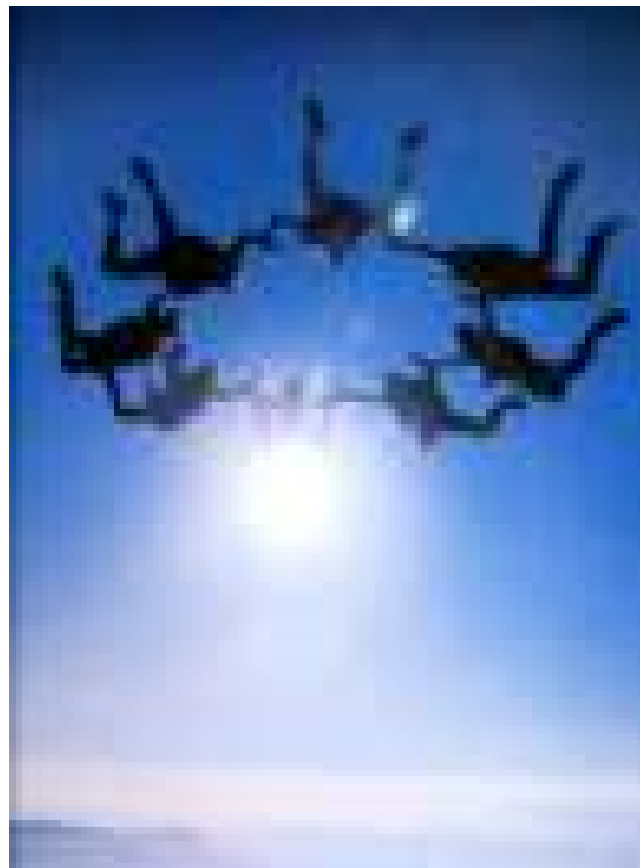
與同事相處：問題解決能力等



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



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



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！

