

專題論壇 II

Forum II

Malden學區的专业成長規劃

Malden Public Schools Professional Development

主持人：臺北市立教育大學 張德銳教授

主講人：Nancy Kassabian副總監

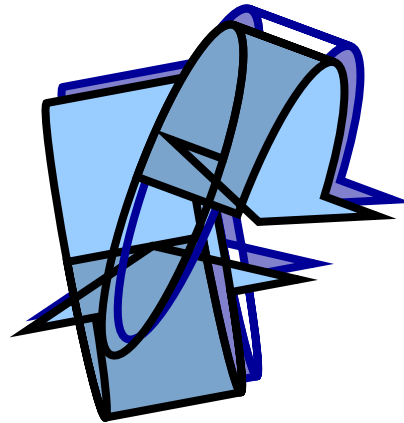
翻 譯：汪履維教授

2009 結合專業發展之教師評鑑國際研討會

International Conference on Teacher Evaluation with Professional Growth Cycle

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
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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

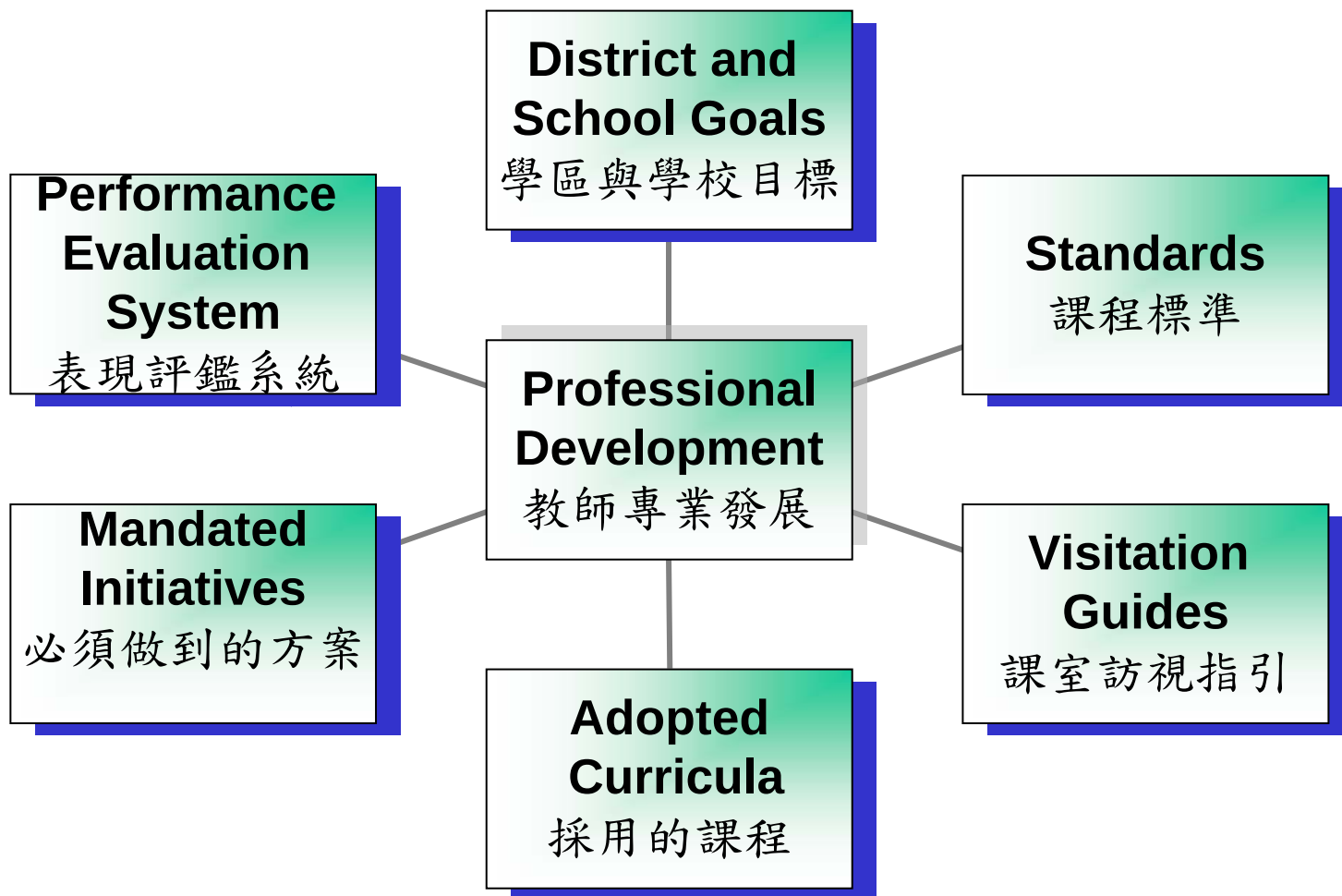
Malden學區教師專業發展評估檢核表

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

All Referenced to Student Learning

這全都與學生學習有關



Models of Professional Learning

專業學習的模式

Model 模式	How It Works 如何運作
<i>Lesson Study</i> 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。
<i>Study Groups</i> 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
<i>Mentoring/Workshops/ Institutes/Courses</i> 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
<i>Video Lessons/ Case Studies</i> 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。
<i>Meetings: Faculty, grade, content / department, team.</i> 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)

**Do
Now**

即刻要做的事
(一種引起動機、
聚焦的學習活動形式)

Visitation Guide at Work!

課室訪視指引的實作

TW
PS

“Today’s
lesson
objective
is...”

“今天的單元
目標是...”

Word
Wall
單字
牆

Two
Col.
Note
兩欄
筆記



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

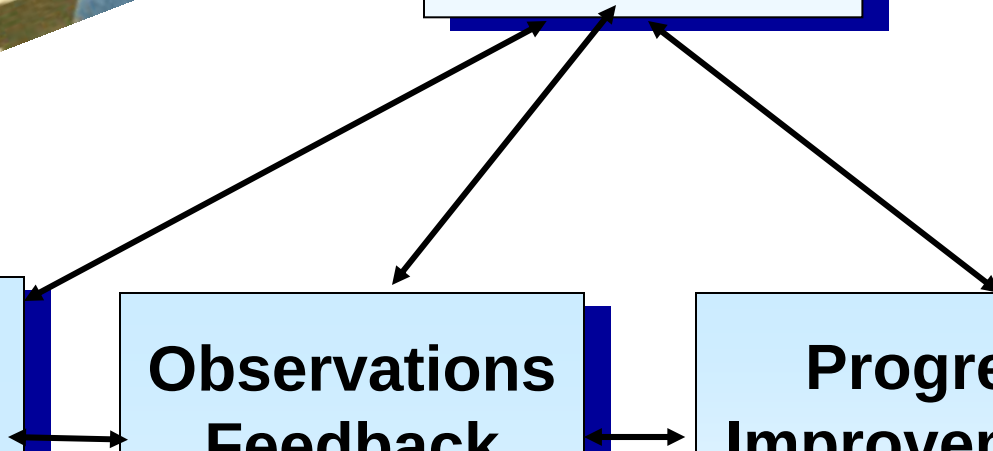


**Performance
Evaluations**
表現評鑑

**Standards
and Goals**
標準與目標

**Observations
Feedback**
觀察
回饋

**Progress
Improvement /
Validation**
進步、改善/確認



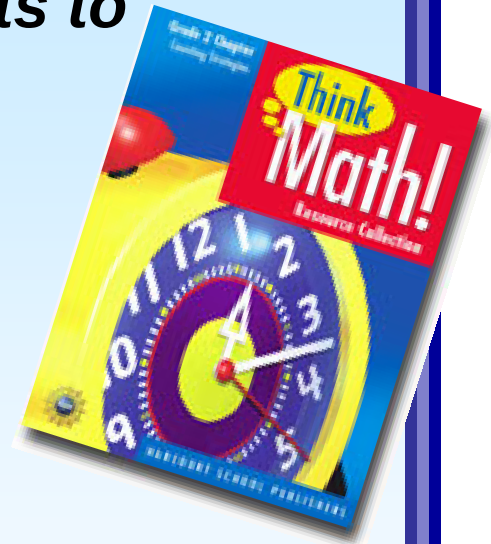


Supporting Adopted Curricula

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

Administrators

行政人員

**Coaches, Teacher Leaders
Experienced Teachers**

學科教練、領袖教師、有經驗的教師

Novice Educator

新進教育人員

Targeted Needs: Knowledge/Skills

作為標的的需求：知識/技能

Induction Programs

導入方案

Courses

修課

Licensure Requirements

證照要求

Strategic Planning

策略性規畫

Shared Leadership

協同領導

Licensure— re-certification

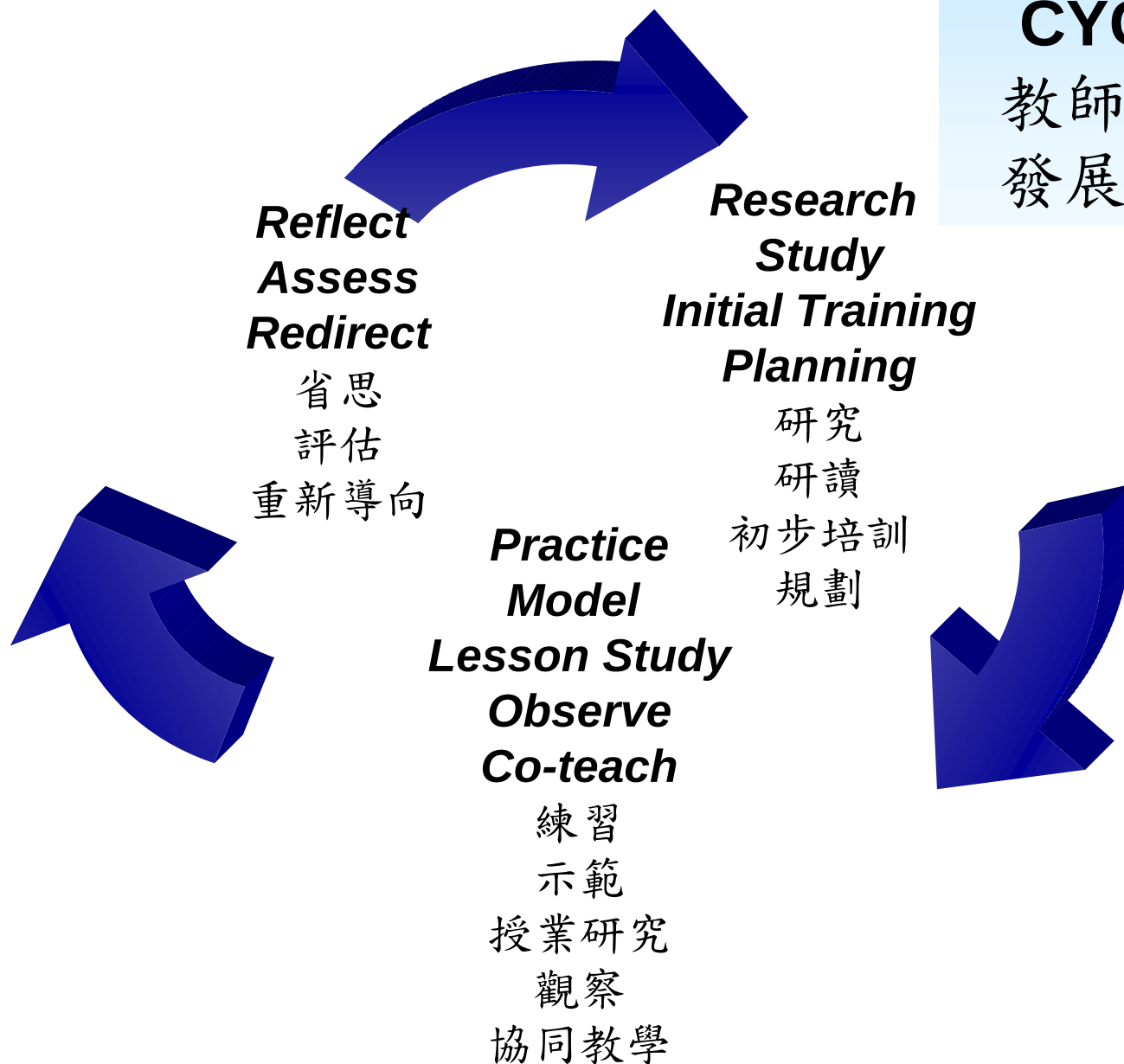
換證

**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



"A Day in the MPS"

在MPS的一天

Why don't you spend a day in my class-room?

來我的教室待一天看看吧！

Great idea!!
I feel so isolated sometimes!

太好了!有時候我感到如此孤立!

I learned so much from observing James at work!

It's really helped me!

真的對我很有幫助!

我從觀察James的教學中學到很多!

Sally gave me some great feedback!

Sally給了我許多很棒的回饋!

Brilliant idea!!

好棒的想法!

Let's develop this idea so that everyone is involved!

James made me realise we have similar problems!

讓我們一起發展這個點子，以便使得每個人都能參與

Julie

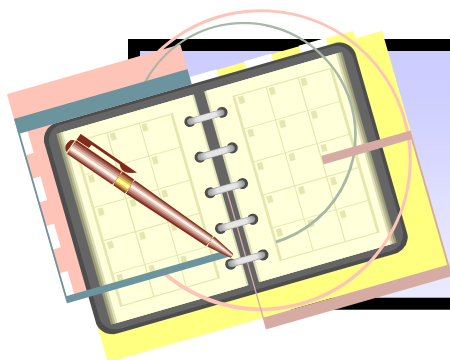
Paul

Camille

Fred

Fantastic!

太好了!



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

A Professional Learning Community Assessment Checklist

Is/are there.....?

專業學習社群評量檢核表
有沒有…?



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).

OUR COLLECTIVE ROLES AND RESPONSIBILITIES

我們的共通角色與責任

OBSERVE 觀察

SUPERVISE 督導

COLLABORATE 合作

EVALUATE 評量

ENCOURAGE 鼓勵

COACH 指導

SUPPORT 支持

FACILITATE 促進

MONITOR 督責

ASSESS 評估

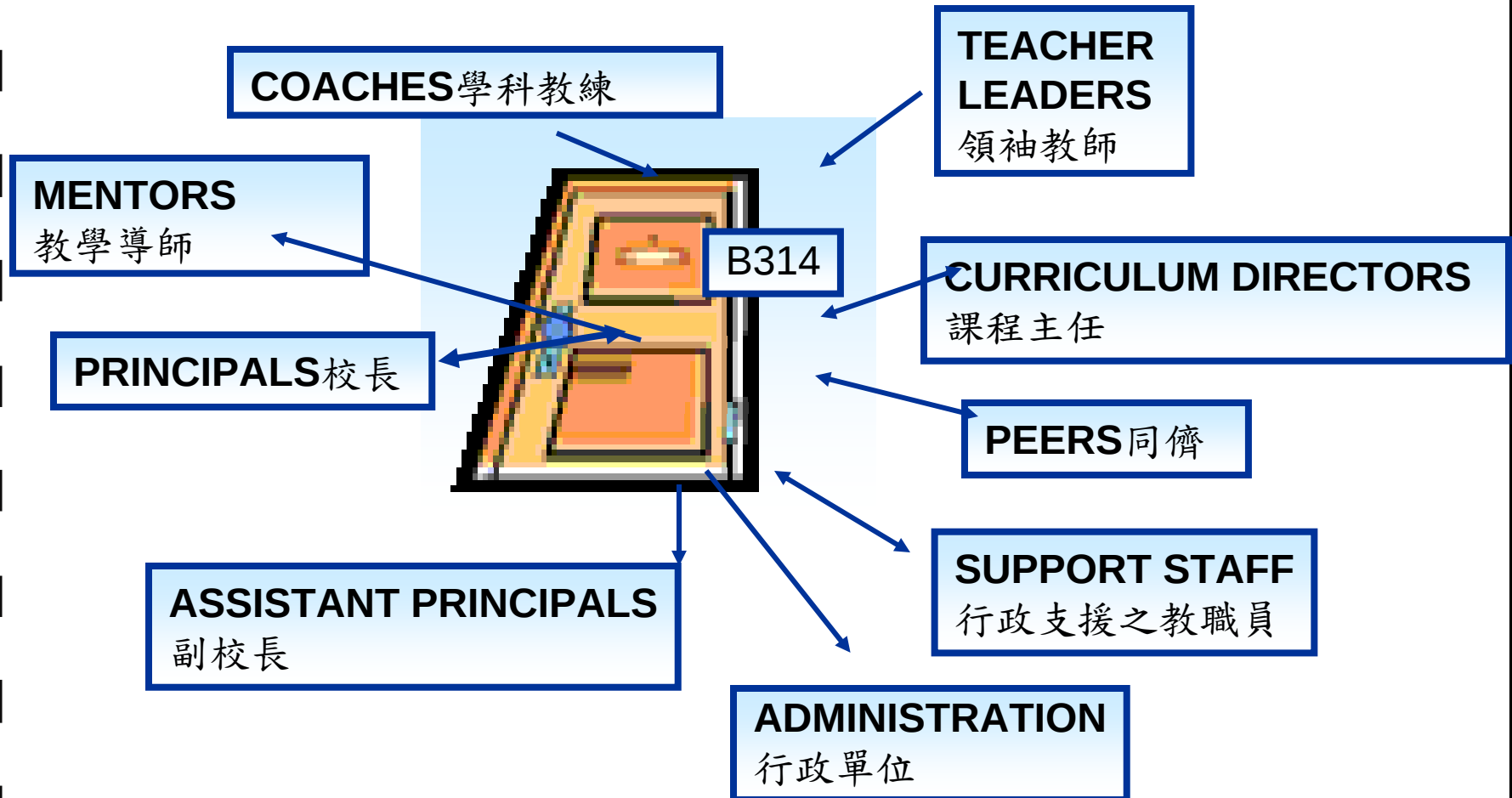
TEACH 教導

CLARIFY
釐清



We Are Not in Private Practice

我們並不是私人開業



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？



Assessing Impact: Everyone's Work

評估影響：這是每個人的職責

Data Collection:

資料蒐集：

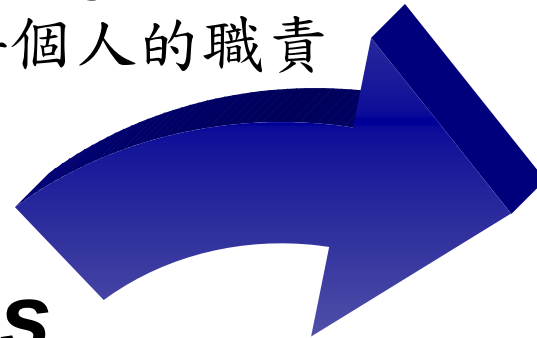
- **Looking at student work**
檢視學生作品
- **Progress in local and state assessment**
地區與州評量的進步
- **Data meetings**
資料會議
- **Visitations** 課室訪視
- **Feedback** 回饋
- **Other...** 其他

Assess

Reflect

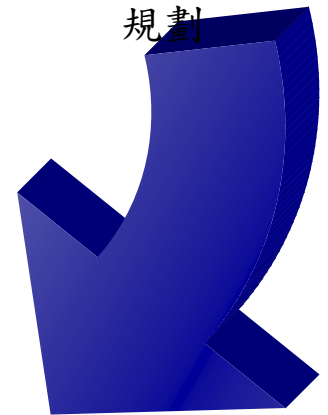
Redirect

省思
評估
重新引導



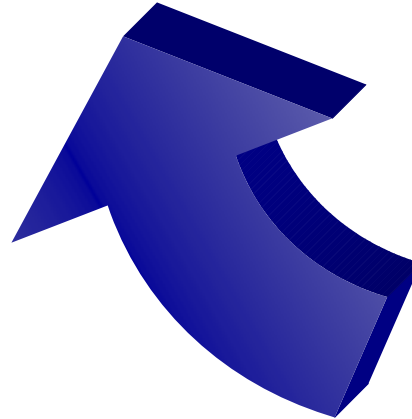
Research Study
Initial Training Planning

研究
研讀
初步培訓
規劃



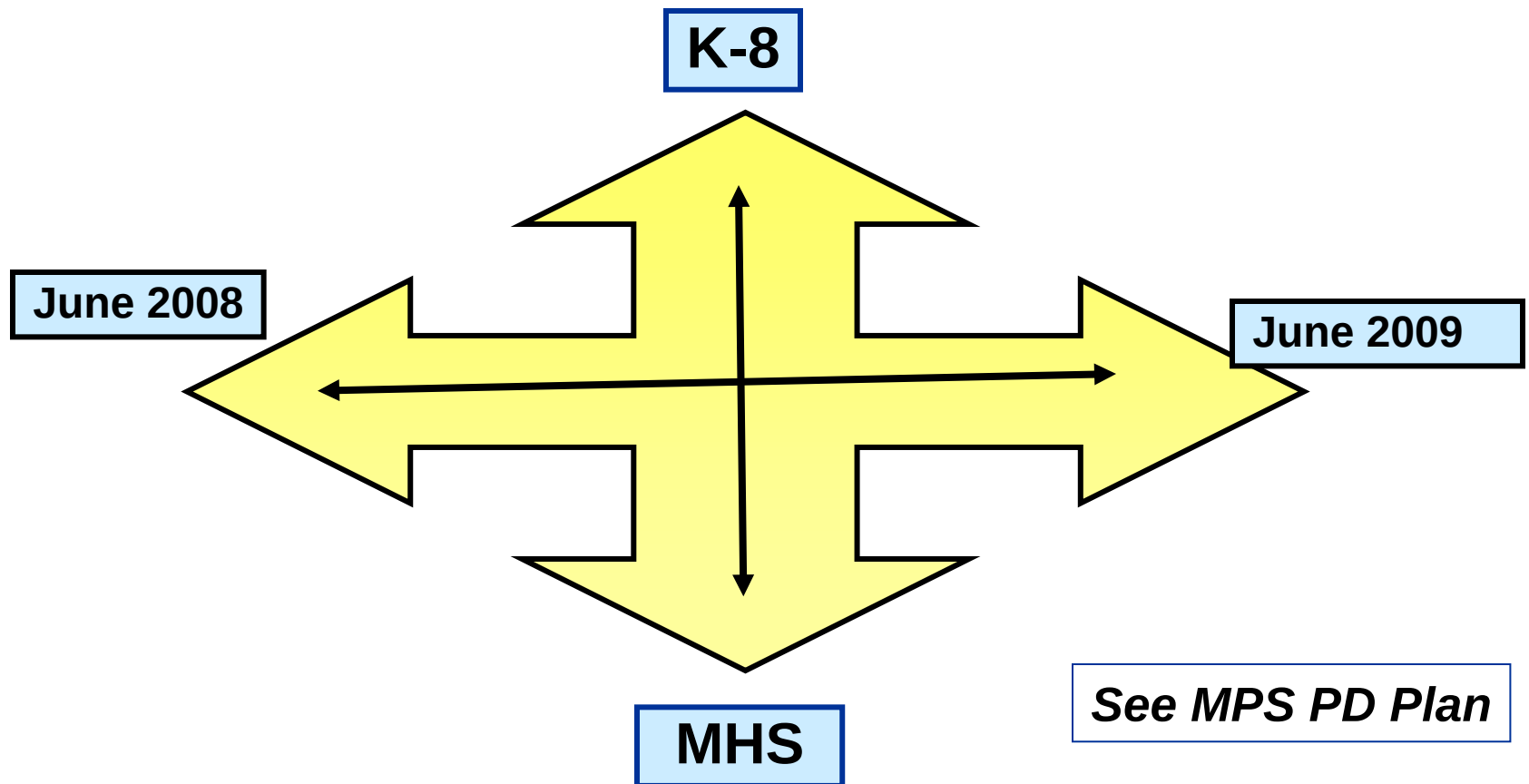
Practice Model
Lesson Study
Observe
Co-teach

練習
示範
授業研究
觀察
協同教學



The Timeline and Activities for 2008-2009

(2008-2009時間表與活動)



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、省思與成長的時間

Supporting the Balance of:

支持以下的平衡：

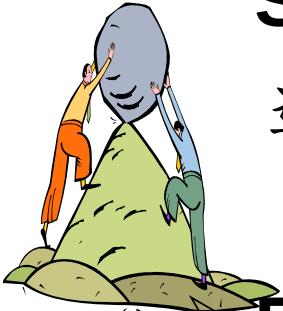
- **Meeting District, School, Content Goals, Standards, and Expectations**

達成學區、學校、學科的目標、標準及期望

AND 並且

- **Facilitating the Growth of Content, Skills, and Creativity**

促進知能、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！



The background of the image is a spiral-bound notebook with a dark blue cover and a white page. The spiral binding is on the left side, with black rings visible. In the center of the page, there is a light blue rectangular box with a 3D effect, featuring a dark blue top edge and a dark blue right edge. Inside this box, the text "THANK YOU!" is written in a bold, italicized, black sans-serif font. Below this, the Chinese characters "謝謝您!" are written in a black serif font.

THANK YOU!

謝謝您！