

Simon Siu-Wah Ho 何少華

Education	<p>1994 – 1997 University of Massachusetts, Boston, Massachusetts Urban Leadership Doctoral Program</p> <p>1982 –1983 Northeastern University Boston, Massachusetts Master of Science in Economics</p> <ul style="list-style-type: none">▪ Specialized in Economic Policy and Planning <p>1978 – 1982 Northeastern University Boston, Massachusetts Bachelor of Science in Economics Massachusetts Certificate in Elementary School Principal and Assistant Principal Massachusetts Certificate in Supervisor and Director</p>
Professional experience	<p>2009 - Josiah Quincy School, Chinatown, Massachusetts</p> <p>1991- June 2009 Curtis Guild School, East Boston, Massachusetts</p> <p>Principal</p> <ul style="list-style-type: none">▪ Administer in areas of discipline, curriculum professional development▪ Evaluate faculty and staff performance▪ Manage school budget and operating funds▪ Build partnership with local community and allocate resources▪ Chair the School Site Council, and ILT/MLT▪ Communicate with parents and guardians <p>6/2009 - ELL Advisory Council Superintendent Advisory Council</p> <p>1999 – 2009 Member of the Board of Director of the YMCA East Boston</p> <p>1/1995 – 9/1997 Boston Public Schools</p> <p>Member of Career in Teaching panel</p> <ul style="list-style-type: none">▪ Appointed by the Superintendent to spearhead and oversea the development, implementation, and evaluation of the Career in Teaching Program for lead teacher in the School System

1/98 – 6/98 Simmons College Boston, Massachusetts

Member of the Special Needs Advisory Council

- Advised and made recommendation to the Dean of Special Needs Department on minority students recruitment

9/90 – 6/91 Harvard Kent School Charlestown, Massachusetts

Assistant Principal

- Organized students' bus transportation and school activities
- Managed students' disciplinary issues
- Reached out to parents of non English learners

9/86 – 6/90 Harvard Kent School Charlestown, Massachusetts

Bilingual Chinese Teacher

- EMAT (Elementary Mathematics Teacher) to pilot an innovative Mathematics program funded by the National Science Foundation
- Taught fifth grade Chinese immigrants students
- Computer Technology Coordinator, implemented the Integrated Learning System (ILS) into classroom.

86 – 88 Summer ABCD Summer Program Northeastern University, Massachusetts

Computer and Mathematics Teacher

- Taught Computer and Mathematics to inner city high school students in 3 consecutive summers

9/83 – 6/86 Clarence Edwards Middle School Charlestown, Massachusetts

Mathematics and Sciences Bilingual Chinese Teacher

- Taught Mathematics, Sciences, and Health to middle school age students
- Coordinated the implementation of Project Business in classroom. Arranged volunteer to bring business, finance, and economics experiences into classrooms

9/82 – 6/83 Northeastern University Boston, Massachusetts

Research Assistant

- Collected and analyzed data in Economic research

	<p>5/73 – 9/77 International Institute in Florence, Italy</p> <p>Training Coordinator</p> <ul style="list-style-type: none"> ▪ Organized and facilitated orientation meetings in Italy. Complied evaluative surveys for incoming students
Professional memberships	<p>Massachusetts Elementary School Principal's Association</p> <p>National Association of Elementary School Principal</p> <p>Boston Elementary Principal Association</p>
Languages	<p>Fluent in English, Chinese (Cantonese), and Italian</p> <p>Compatible in conversational Spanish and Mandarin</p>



年度中小學教師專業發展評鑑工作坊

研習手冊 第二梯次

同儕教學觀察與學校改進

(二) 評鑑與視導

何少華 教授

Principles for Teacher Evaluation

教師評鑑的原則(1)

1. Ensures the summative evaluation documents are accurate.
確認總結性評鑑文件的正確性
2. Produces a written record of individual activities and growth.
個人活動與成長之書面記錄的產出
3. Ensures a permanent commitment of the district to the development of its teachers.
確認學區對於教師發展的永久性承諾
4. Makes the experience of teaching more satisfying and more enjoyable.
促使教學能有更滿意、也更愉快的經驗

Principles for Teacher Evaluation

教師評鑑的原則(2)

5. Requires frequent interaction and collaboration among administrators and teachers.
行政人員與教師之間需要頻繁的互動與合作
6. Provides activities to study the knowledge base about teaching.
提供有關教學知識庫的研習活動
7. Provides a structure to all participants.
提供所有參與者相關的架構
8. Includes a systematic way to “enculturate” teachers to be constant learners.
包括促使教師成為終身學習者之文化形塑的系統化方式

The Functions of Supervision and Evaluation

視導與評鑑的功能〈1〉

Supervision (視導)

1. Cheerleading – Validating effective teaching

加油鼓勵—驗證有效的教學

2. Facilitating – helping teachers think about and plan to meet self-set goals.

協助促進—幫助教師思考與規畫，以符合其自我成長目標

3. Stimulating – stretching teachers' thinking about their instructional decisions.

刺激激勵—延展教師對於其教學決策的思考

4. Problem Solving – facilitating teachers' analyzing and solving classroom problems.

問題解決—促進教師對於教室問題的分析與解決

The Functions of Supervision and Evaluation

視導與評鑑的功能〈2〉

Evaluation (評鑑)

1. Monitoring – monitoring for fidelity of curriculum implementation.

監督確認—確保課程實施的確切程度

2. Directing – directing teachers in weak areas in their teaching and helping them to improve.

指導改善—在老師的弱勢領域予以指導，並協助他們改善

3. Making Decisions – about teacher placement, hiring, tenure, promotion, and commendation.

決策判斷—決定教師之分派、任用、任期、升遷與獎勵

4. Remediating/Dismissing – indentifying incompetent teachers and dealing with them.

矯正／解聘—鑑定不適任教師與進行後續處置。

The Functions of Supervision and Evaluation 視導與評鑑的功能〈3〉

- The boundary between supervision and evaluation comes when the observer is **making decisions** with the information from the observation.

當觀察者以觀察所得之資訊做判斷時，「視導」與「評鑑」的分界就會出現

Alternative ways for 2-year Evaluation Cycle 兩年評鑑週期的替代方案

Optional for teachers whose evaluations have been satisfactory
對於已通過評鑑之教師的自選方案

1. *Peer Observation*
同儕觀察
2. *Study Groups*
讀書會
3. *Field Based Research*
實務研究
4. *Analysis of a portfolio artifacts*
檔案資料分析
5. *Weekly journal*
教學週記

Alternative ways for 2-year Evaluation Cycle

兩年評鑑週期的替代方案

Optional for teachers whose evaluations have been satisfactory

對於已通過評鑑之教師的自選方案

6. Presenting a staff development program

提出教師發展計畫

7. Team teaching with an administrator or Principal

與行政人員或校長組成教學團隊

8. Submission of articles for publication

發表可出版的文章

9. Self-analysis of videotapes

錄影帶的自我分析

10. Extended mentoring

延伸指導