

專題論壇 I

Forum I

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

主持人：教育部國教司 鄭來長副司長

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 Supervision and Evaluation: The Professional Growth Cycle

Malden學區的視導與評鑑：
教師專業成長循環

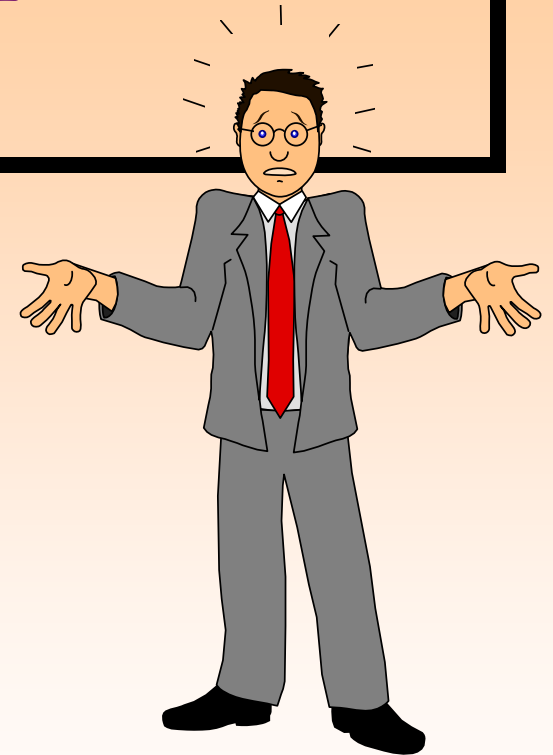


**Nancy Kassabian, Assistant
Superintendent
Malden Public Schools
Malden, Massachusetts**

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

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

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

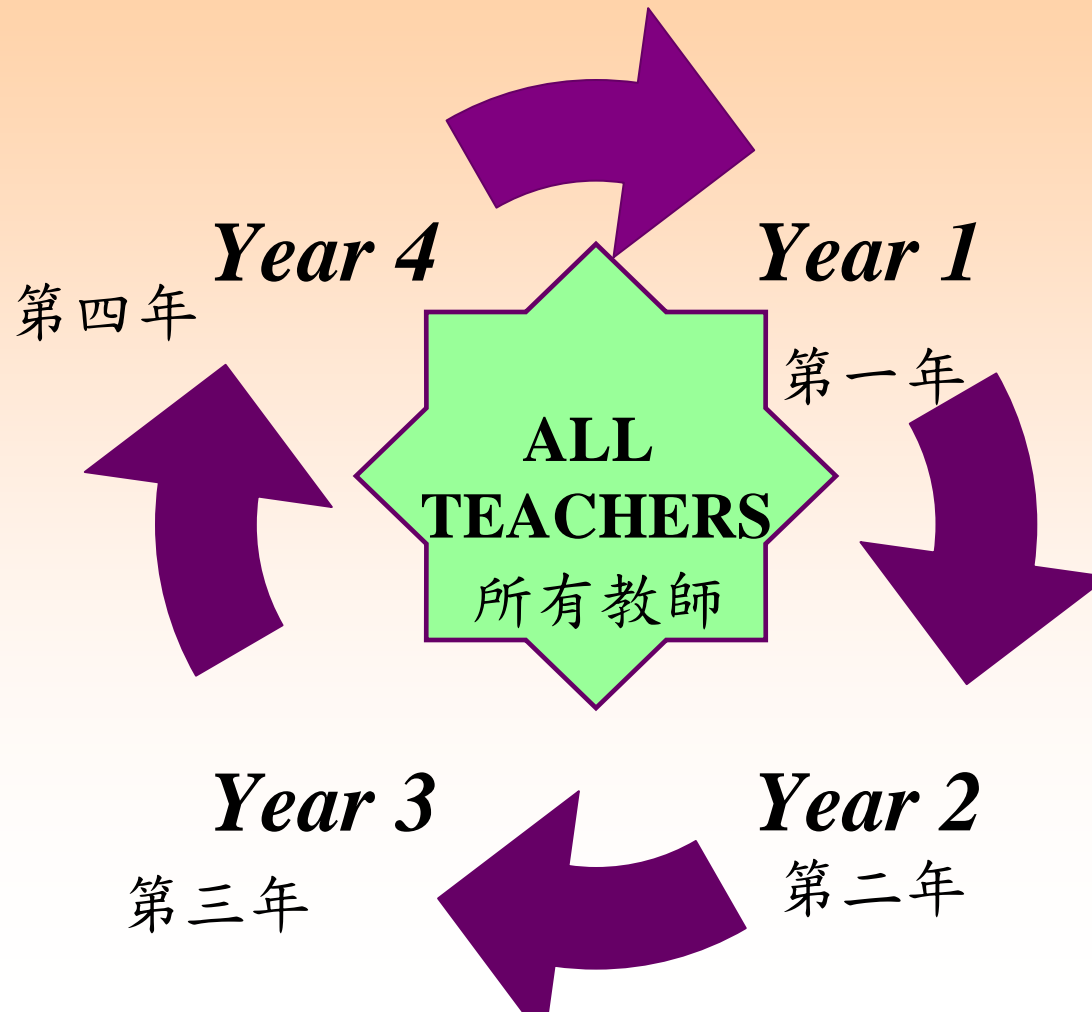
教師評鑑是一項活動，包含在不斷檢視及改進教學的較大的系統中。

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。

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





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



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)

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最新標準的發展

- 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

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

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



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

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

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

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

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

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

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

- 
- 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



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

Professional Development Options: 教師專業發展選項

- Develop Instructional Materials
- 發展教材
- Journal Writing 書寫日誌
- Networking 工作網絡
- New Curriculum Development 新課程發展
- Participation in a Course 參與課程
- Teacher Exchange Program 教師交換計畫
- Team Teaching 團隊教學

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

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

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

