

張可仁 博士

波士頓公立學校昆士中學實習校長

學歷 & 證書

麻薩諸塞州教師證書

教師初期執照，8 至 12 年級與 5 至 8 年級之歷史教學，於 10/26/2006 所核發。

校長執照候選人

東北大學，校長任職資格聯合會計畫，2009 年 6 月至 2010 年 9 月。

麻薩諸塞州律師協會

可准予執業的會員，11/27/2006。

外語能力

具有優異的中文普通話的能力。曾經在台灣台北就讀 3 年的小學教育，以及在哈佛大學攻讀 3 年的中文。

波士頓學院法學院 • 牛頓，麻薩諸塞州

2006 年 1 月取得法學博士學位。研讀課業包含美國憲法歷史、英裔美國人的法律歷史及教育政策。

哈佛大學 • 劍橋，麻薩諸塞州

1989 年取得東亞研究文學士。研讀課業包含現代中國與日本的歷史、進階中文以及歷史、社會學以及社會人類學的研究方法。

Stuyvesant 高中 • 紐約市，紐約州

紐約市公立數學/科學測驗高中。1982 年西屋科學獎決賽選手。

工作經歷

Josiah Quincy 私立高中 • 波士頓 • 終身職教師 9/2006 – 迄今

- 高中部首席教師(9/07-6/10),專業發展專員(9/09-6/10)、學生成就團隊專員(9/08-6/10)、教學領導團隊成員(9/07-)暨促進者者(9/09-6/10)、國際學士學位課程專員(10/08-)、學校品質評審(SQR) 團隊成員(10/08-3/09)、學校財務專門小組成員 (10/08-)、*The Basket* 教師期刊共同編輯(10/06-6/07)、共同計畫會議小組促進者(10/06-6/07)。
- 歷史科召集人 (9/08-6/09); 歷史教師教授 11 及 12 年級的現代中國歷史、殖民與現代非洲歷史以及美國歷史 (9/06-)。
- 擔任 10 支大學與專科學校辯論隊學生的教練 (9/06-)、於 Barnstead, NH 所舉辦學校的夏令營專員與顧問 (7/07-)。

波士頓鈴木學院 • West Roxbury, 麻薩諸塞州 • 講師 3/2004 – 5/2005

- 小提琴教師，教授學齡前、小學及中學具有不同人種、文化、社經地位以及特殊需求背景的學生。
- 於教職員及課程的經營管理協助學院主任

Crimson 投資與貿易公司 • 牛頓、麻薩諸塞州 • 經營者 10/1995 – 5/2004

- 一家投資股本與應收債務工具的私人財務公司創辦人及經營者
- 小企業現金流量管理
- Newton-Needham 商會成員，1997-2000

公共諮詢服務委員會 • 波士頓 • 青少年部門實習生 1993 年夏季

- 代表貧困的青少年委託人出席波士頓少年法庭的少年犯罪事件—傳訊、保釋聽證會、審判前之聲請、自行裁定以及處分及緩刑聽證會等等

首席檢察官辦公室 (Scott Harshbarger) • 波士頓 • 實習生 1992 年夏季

- 侵權部門法定代理人助理，審判前備忘錄之研究及撰寫

Testa, Hurwitz & Thibeault • 波士頓 • 法務助理 10/1990 – 8/1991

- 擔任首次公開發行、私募集資、債權融資、風險資本形成;、一般的公司交易之財務律師助理。

社交經歷

波士頓辯論聯合會 • 波士頓，麻薩諸塞州

- 指導委員會委員
- 非盈利組織，協助聯合會從志願性發展專業性，有\$385K 經費預算服務來自 10 所波士頓公立學校 170 個高中學生成為辯論員

波士頓鈴木學院 • West Roxbury，麻薩諸塞州 9/2005 – 迄今

- 董事會成員
- 維持音樂學校的穩定財政，並提供獎學金給有色人種或低收入戶想學音樂之兒童，以確保學校小提琴演奏與音樂訓練課程之實施
- 本校於 1978 建立於麻薩諸塞州，自始就保持為一間提供給最多元的種族、人種及經濟地位學童小提琴教學課程的音樂學校

波士頓市歌唱家 • Dorchester, 麻薩諸塞州 9/2007 – 迄今

- 指導委員會委員
- 創始於新英格蘭音樂學院的社區擴展計畫組織，負責訓練中小學(K-12)學生的演唱技能、音樂能力以及表演技能，積極招募來自波士頓地區多元族群與不同社經背景的學生成員。

Twelve-Step Recovery Fellowship • 聖安東尼奧，德州 2002 – 迄今

- 信託董事會成員(2005-)、司庫 (2006-)、財務及營運委員會主席 (2006-)、新英格蘭區域主席 (2006-)、地方召會司庫 (2002-05)
- 基金會著重於個人心靈與責任的發展，以及健全的個人與家庭關係。

波士頓 中文福音教會 • 波士頓中國城& 牛頓，麻薩諸塞州 1988 – 迄今

- 執事會成員(1994-98)、社會責任委員會主席及司庫 (1991-2005)、建築取得與資金籌募委員會(2002-03)、地方召會的共同發起人 (2004-06)、國中學童主日學教師 (1995-97)
- 協商取得美金 250 萬元於牛頓的教堂建立基金 (2002-03)
- 教堂由華人移民建立，教會提供廣東話、普通話及英語的禮拜服務，並提供社會服務給英語為第二外語的人士及美國公民。

RICHARD K. CHANG

226 Winchester Street • Newton, MA 02461 • (617) 965-2550 •

richard.chang.esq@gmail.com

EDUCATION & CREDENTIALS

Massachusetts Educator's License

Preliminary licensure in history teaching, grades 8-12 and 5-8, issued 10/26/2006.

Candidate for Principal Licensure

Northeastern University, Principal Residency Network Program, 6/2009-8/2010.

Bar of Commonwealth of Massachusetts

Member admitted for practice, 11/27/2006.

Foreign Language Proficiency

Competent in conversational Mandarin Chinese. Attained three years of Chinese language studies at Harvard University and three years of elementary school education in Taipei, Taiwan.

Boston College Law School • Newton, MA

J.D., January 2006. Course studies included American constitutional history, Anglo-American legal history, and education policy.

Harvard University • Cambridge, MA

A.B. in East Asian Studies, 1989. Course studies included modern Chinese and Japanese history, advanced Chinese language and research methods in history, sociology and social anthropology.

Stuyvesant High School • New York, NY

Public math/science exam high school in New York City. Westinghouse Science Talent Search Finalist, 1982.

EMPLOYMENT EXPERIENCE

Josiah Quincy Upper School • Boston • Permanent Teacher 9/2006 – Present

- Instructional Leadership Team member (9/07-) and facilitator (9/09-6/10), International Baccalaureate program co-coordinator (10/08-), High School Team leader (9/07-6/10), Student Success Team co-coordinator (9/08-6/10), Professional Development coordinator (9/07-6/09), school quality review (SQR) team member (10/08-3/09), *The Basket* faculty journal co-editor (10/06-6/07), school finance task force member (10/08-), common planning time group facilitator (10/06-6/07)
- History subject leader (9/08-6/09); history teacher in modern Chinese history, colonial and modern African history and American history, 11th & 12th grades (9/06-)
- Coach of varsity and junior varsity debate team students (9/06-), coordinator and counselor of school summer camp in Barnstead, NH (7/07-)

Suzuki Institute of Boston • West Roxbury, MA • Instructor 3/2004 – 5/2005

- Violin teacher to beginning pre-school, elementary and middle school students of diverse ethnic, cultural, socioeconomic and special needs background
- Assistant to institute director in staff and program administration

Crimson Investments & Trading Company • Newton, MA • Proprietor 10/1995 – 5/2004

- Founder and operator of a private finance company investing in capital stock and debt instruments
- Cash flow management for small businesses
- Newton-Needham Chamber of Commerce member, 1997-2000

Committee for Public Counsel Services • Boston • Juvenile Div. Intern Summer 1993

- Represented indigent juvenile clients in Boston Juvenile Court delinquency matters—arraignments, bail hearings, pre-trial motions, bench trials, and disposition and probation hearings

Office of Attorney General (Scott Harshbarger) • Boston • Intern Summer 1992

- Assisted tort division staff trial attorneys in pre-trial memoranda writing and research

Testa, Hurwitz & Thibeault • Boston • Legal Assistant 10/1990 – 8/1991

- Assisted corporate finance attorneys in initial public offerings, private equity placements, debt financing, venture capital formation and general corporate transactions

COMMUNITY EXPERIENCE

Boston Debate League • Boston, MA 9/2007 – Present

- Board of Advisors member
- Assisted league growth from a volunteer organization to a professional §501(c)(3) non-profit corporation with a \$385K budget servicing over 170 high school student debaters from 10 Boston public schools

Suzuki Institute of Boston • West Roxbury, MA 9/2005 – 6/2010

- Board of Directors member
- Maintained fiscal stability of the music school and ensured scholarship funding for children color or low-income desiring to study in the school's violin and music training programs
- Founded in 1978, the school maintains one of the most racially, ethnically and economically diverse violin teaching programs in Massachusetts

Boston City Singers • Dorchester, MA 9/2007 – 6/2010

- Board of Advisors member
- Originally founded as a New England Conservatory community outreach program, the acclaimed chorus group trains K-12 students in voice development, musicianship and performance skills, and actively recruits children from all ethnic and socioeconomic communities in Boston

Boston Chinese Evangelical Church • Boston Chinatown & Newton, MA 1988 – Present

- Board of Deacons member (1994-98), social responsibility committee chair and treasurer (1991-2005), building acquisition & capital fundraising committee (2002-03), recovery ministry co-founder (2004-06), junior high Sunday school teacher (1995-97)
- Negotiated the acquisition of \$2.5 million church building in Newton (2002-03)
- Founded by Chinese immigrants, the church offers worship services in Cantonese, Mandarin and English and social services such as English as Second Language and American citizenship programs

Twelve-Step Recovery Fellowship • San Antonio, Texas 2002 – Present

- Board of Trustees member (2005-), Corporation Treasurer (2006-), Board Finance & Operating Comm. chair (2006-10), New England regional chair (2005-06), local group treasurer (2002-05)
- Fellowship focuses on developing personal spirituality and responsibility, and healthy personal and family relationships

何少華博士
波士頓昆士小學校長

學歷	<p>1994-1997 麻薩諸薩大學都市領導博士 1982-1983 東北大學經濟政策與規畫碩士 1978-1982 東北大學經濟學學士 麻薩諸薩州小學校長與副校長資格 麻薩諸薩州教育視導資格</p>
經歷	<p>2009- 麻薩諸薩州中國城昆士學校 1991-2009/6 麻薩諸薩州克蒂斯基爾德學校 校長資歷 訓練及課程發展的行政主管 考核全體學校成員之表現 管理學校經費預算及基金運作 建構學校與當地社區的夥伴關係並分配資源 擔任學校諮詢委員會/LT/MLT 首席委員 負責與家長及監護人溝通 6/2009 英語學習諮詢理事會主席 1999-2009 東波士頓女青年會指導委員會委員 1/1995-9/1997 波士頓公立學校 教學生涯小組成員 被該組主任任命為學校系統教學方案領導教師職涯之海外發展、 執行與評鑑。 1/98-6/98 西門學院 波士頓 麻薩諸薩州 1/1998-6/1998 波士頓特殊需求諮詢理事會委員 向特殊需求部門主任指導與推薦少數族群學生招募事宜 9/1990-6/1991 哈佛肯特小學查理斯城麻薩諸薩州 副校長 組織學生校車與學校活動 管理學生訓練議題 與非英語為母語學生之家長溝通 9/1986-6/1990 哈佛肯特小學查理斯城麻薩諸薩州 雙語華文教師</p>

	<p>小學雙語教師</p> <p>擔任小學數學教師，並在國家科學基金會負責數學改革方案指導五年級華人移民學生</p> <p>擔任電腦資訊科技行政主管，在班級教室執行整合學習系統(ILS)</p> <p>1986-1988 東北大學 ABCD 夏令營 麻薩諸薩州</p> <p>電腦與數學教師 連續三個暑假指導市區高中電腦與數學課程</p> <p>9/1983-6/1986 愛德華中學 查理斯城 麻薩諸薩州</p> <p>數學、科學、雙語華語教師</p> <p>在中學指導數學、科學與健康教育</p> <p>協調在教室中執行企業方案 (Project Business)</p> <p>安排自願者將企業、財金、經濟等經驗導入教室</p> <p>9/1982-6/1983 東北大學 麻薩諸薩州</p> <p>研究助理 收集與分析經濟研究之資料</p> <p>5/1973-9/1977 義大利佛羅倫斯國際組織</p> <p>訓練助理員 義大利組織與促進各種會議，編輯新生的評鑑調查</p>
專業資格	<p>麻薩諸薩州小學校長協會</p> <p>小學校長國家協會</p> <p>波士頓小學校長協會</p>
語言專長	<p>流暢的英文、廣東話、義大利文</p> <p>西班牙語及華語可以口語溝通</p>



JOSIAH QUINCY UPPER SCHOOL

昆士中學

Effective Student Learning

有效的學生學習

Richard K. Chang

張可仁博士

中小學教師專業發展評鑑工作坊

**Learner Centered
Instruction**

以學習者為
中心的教學



**Teaching and
Learning**

優質教學研究



**Evaluation Protocol
and Tools**

評鑑準則與工具



Teacher Evaluation

教師評鑑



What is my target?

我的目標是什麼

How will I get there?

我如何能達成目標



Think, Pair, Share

思考, 配對, 分享



What are the important purposes for a school?

學校的主要目的有那些？

Which one do you think is the most important?

你認為那一個最重要？

Think, Pair, Share

思考, 配對, 分享



In your mind, paint the picture of your ideal student.

在你心中彩繪理想中學生的圖像

Describe this student in words.

以字句來描述這名學生



Learner Profile

學習者的圖像

- Inquirer 探究者
- Knowledgeable 博學的
- Thinkers 思想家
- Communicators 溝通者
- Principled 有原則的
- Open-Minded 豁達的
- Caring 關懷的
- Risk-Takers 冒險者
- Balanced 和諧的
- Reflective 能反省的

<http://www.ibo.org/programmes/profile/>

Think, Pair, Share

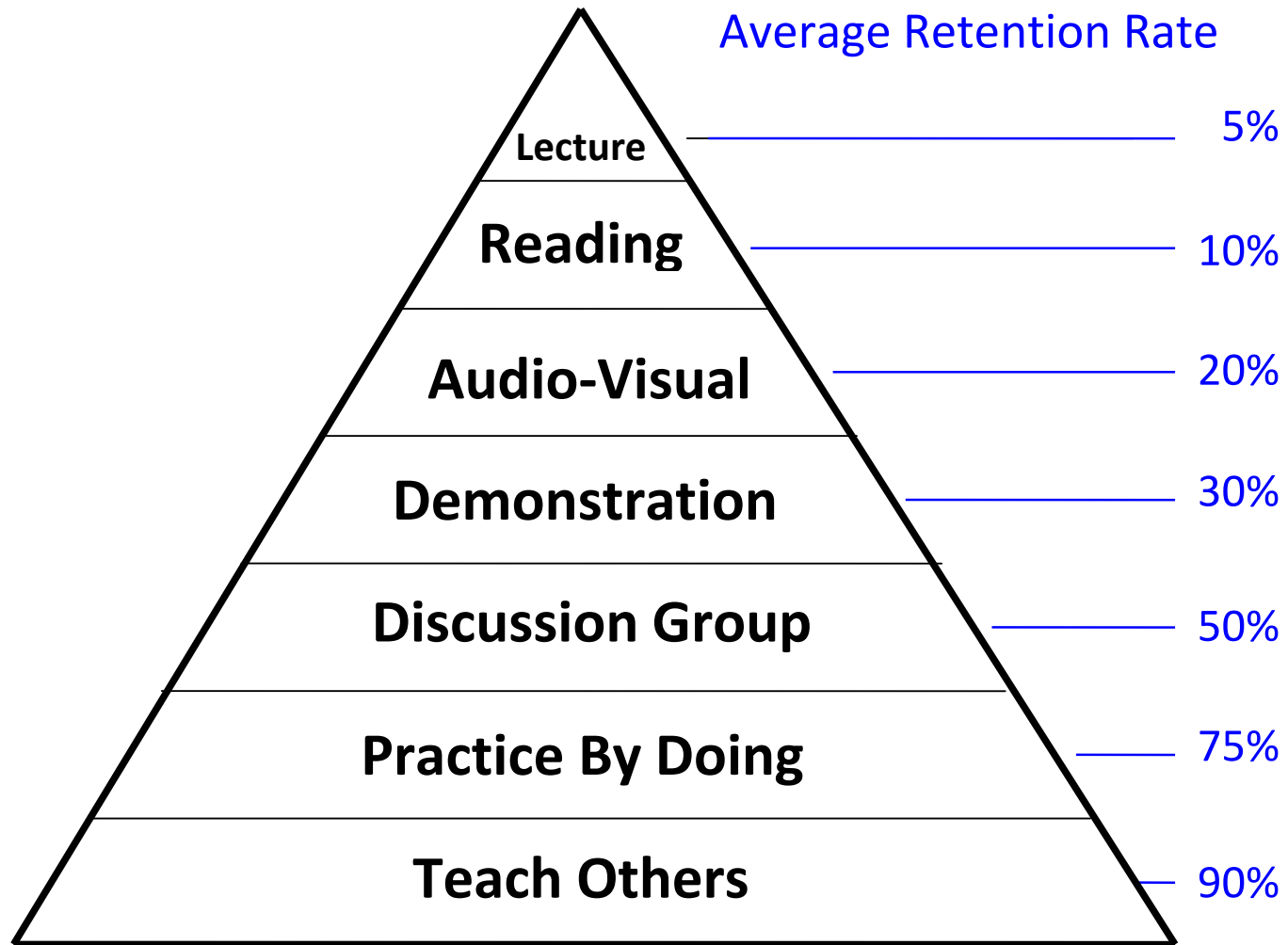
思考, 配對, 分享

Reflecting on your “ideal student,” what elements of the IB Learner Profile might you want to consider adding?

回顧你的“理想的學生”，有什麼關於IB學習者圖像的要素是你可能考慮要增加的

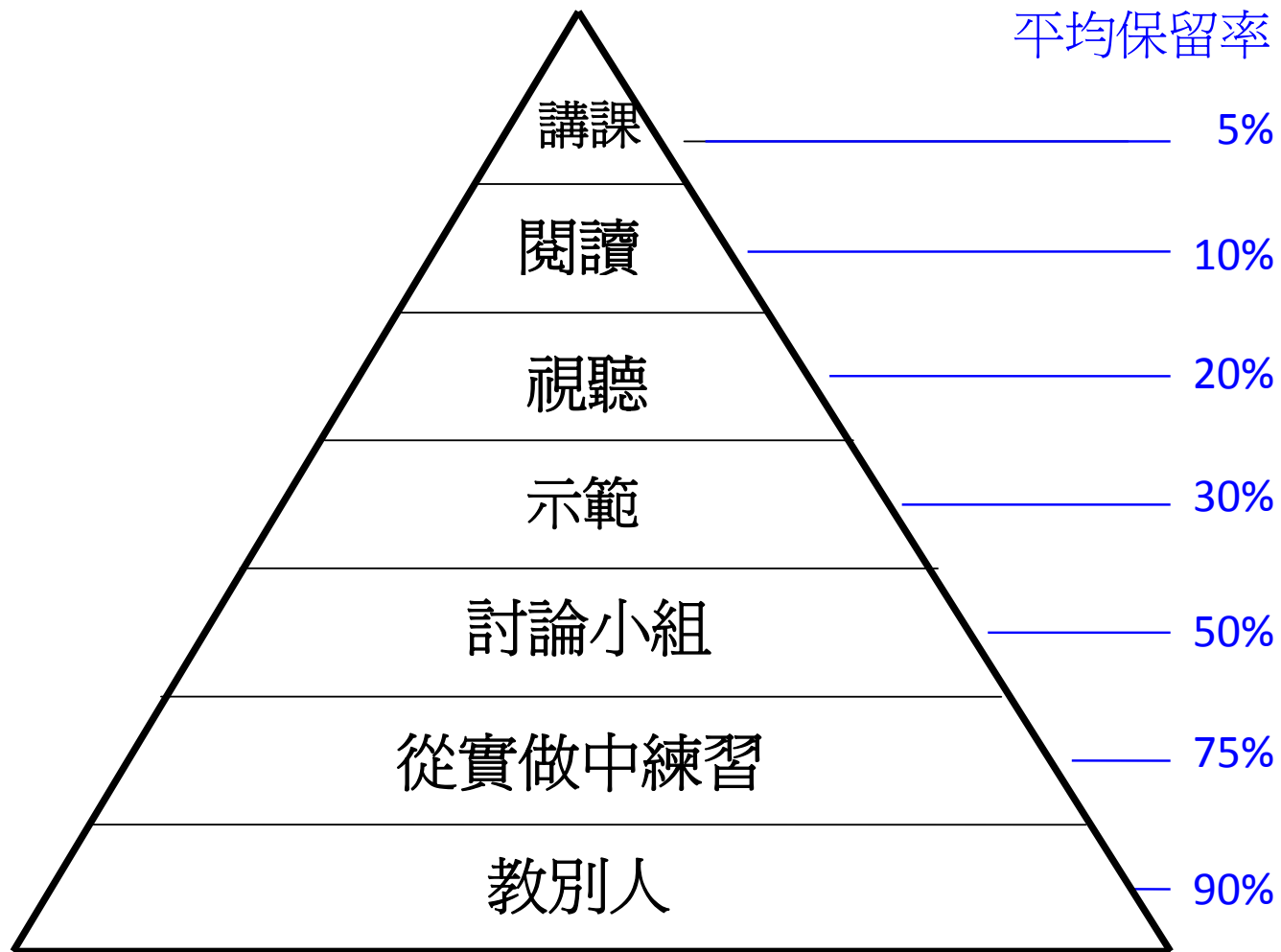


The Learning Pyramid



* National Training Laboratory – Bethel Maine

學習金字塔



* National Training Laboratory – Bethel Maine

Think, Pair, Share

思考, 配對, 分享

Reflecting on the “learning pyramid,” what are ways of learning that work best for you?

回顧“學習金字塔”，有什麼學習的方法對你最有效？



Quick Stretch

快速的伸展





歐洲學生聯盟

Student-Centred Learning (SCL)

以學生為中心的學習

Toolkit for Students, Staff and Higher
Education Institutions

學生, 教職員及高等教育機構的錦囊袋

http://www.esib.org/documents/publications/SCL_toolkit_ESU_EI.pdf

Principle 1

SCL requires an ongoing reflexive process

Part of the underlying philosophy of SCL is that no one context can have one SCL style that can remain applicable through time. The philosophy of SCL is such that teachers, students and institutions need to continuously reflect on their teaching, learning and infrastructural systems in such a way that would continuously improve the learning experience of students and ensure that the intended learning outcomes of a given course or programme component are achieved in a way that stimulates learners' critical thinking and transferable skills.

原則一

SCL 需要不斷反思的過程

- SCL的基礎理念是沒有一個SCL的型式在經過一段時間後仍能適用。
- SCL的哲學理念是在教師教學、學生學習及機構基礎設施都需要不斷地反思。
- 經由這樣的方式，將能不斷地改進學生的學習經驗，並確保學生的預期學習成果得以實現，同時亦可激發學生批判性思考。

Principle II

SCL does not have a “One-Size-Fits-All” solution

A key concept underlying SCL is the realisation that all higher education institutions are different, all teachers are different and all students are different. These all operate in very diverse contexts and deal with various subject-disciplines. Therefore SCL is a learning approach that requires learning support structures which are appropriate to each given context and teaching and learning styles appropriate to those undertaking them.

原則二

SCL 沒有一個適合所有情況的解決方案

- SCL 關鍵的基本概念在體認到所有高等教育機構、教師及學生都有所不同。
- SCL 是一個學習取向，它需要學習支持架構，且此架構能適合於教學及學習風格。

Principle III

Students have different learning styles

SCL recognises that students have different pedagogical needs. Some learn better through trial and error, others learn through practical experience. For some learners much is learned by reading literature, others need to debate and discuss theory in order to understand it.

原則三

學生有不同的學習風格

- SCL清楚學生需有不同的教學方法。
- 有些需透過嘗試錯誤才能學得更好；有些則需經由實做經驗中學習。
- 某些是經由閱讀來學習；有些則需要經由辨論及討論才能瞭解其中道理。

Principle IV

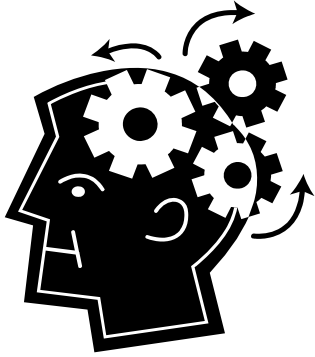
Students have different needs and interests

All students have needs that extend beyond the classroom. Some are interested in cultural activities, others in sports or in representative organisations. Students can have children or can be faced with psychological conditions, illness or disability.

原則四

學生有不同的需求和興趣

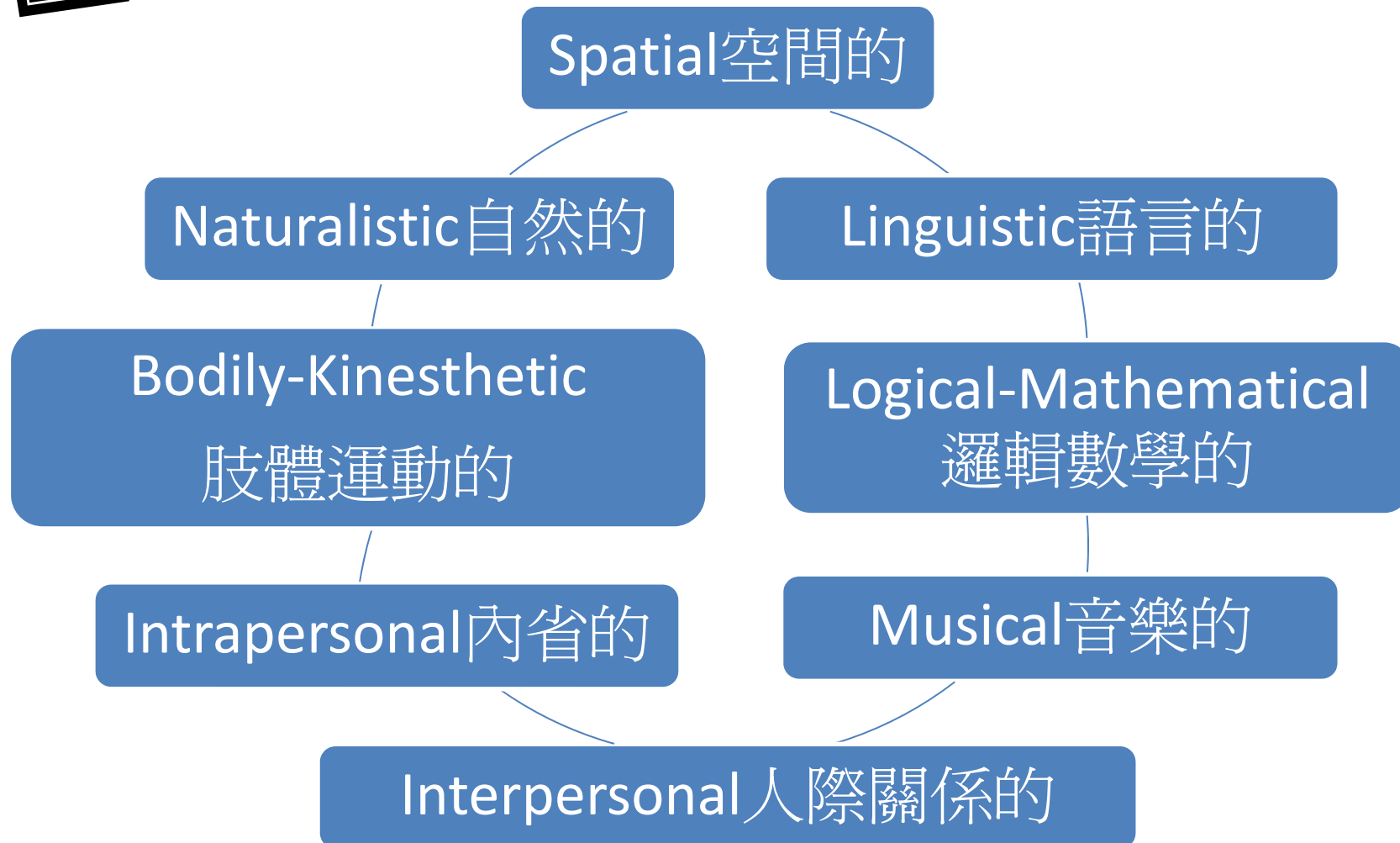
- 有些學生對文化活動有興趣，有些則對運動或代表性組織有興趣。
- 學生可能會有孩子，也可能會有心理問題、疾病或殘疾。



Multiple Intelligences

多元智慧

Howard Gardner 霍華德嘉納, 1983



Principle V

Choice is central to effective learning in SCL

Students like to learn different things and hence any offer should involve a reasonable amount of choice. Learning can be organised in liberal formats, such as at colleges of liberal arts or choice can be offered in a more traditional, disciplinary style.

原則五

在SCL中選擇是有效學習的中心

- 學生喜歡學習不同的事物，因此在提供給學生的學習中都應使其有選擇性。
- 學習可以以自由的形式組織。

Principle VI

Students have different experiences and background knowledge

Learning needs to be adapted to the life and professional experience of the individual concerned. For instance, if students already have considerable experience in using ITC, there is no point in trying to teach them the same thing again; if they already have considerable research skills, perhaps it would be better to help them in theory. Personal experience can also be used to motivate students, for instance, by allowing students to share a personal story to illustrate a point.

原則六

學生有不同的經驗和背景知識

- 學習需能適合個人的生活和經驗。
- 若學生們在某方面已具備相當的經驗，就無需再去教他們相同的事。
- 個人的經驗也可以用來激勵學生，比如，讓學生分享個人的故事。

Principle VII

Students should have control over their learning

Students should be given the opportunity to be involved in the design of courses, curricula and their evaluation. Students should be seen as active partners who have a stake in the way that higher education functions. The best way to ensure that learning focuses more on students is by engaging students themselves in how their learning should be shaped.

原則七

學生應該掌控自己的學習

- 學生應有機會參與課程及評量的設計過程。
- 確保學習能更聚焦於學生的最佳辦法是使其參與學習設計。

Principle VIII

SCL is about “Enabling” not “Telling”

In simply imparting facts and knowledge to students (telling) the initiative, preparation and content comes mainly from the teacher. The SCL approach aims to give the student greater responsibility enabling the student to think, process, analyse, synthesise, criticise, apply, solve problems, etc.

原則八

SCL是關注於“使能夠”而不是“告訴”

- SCL旨在給學生更大的責任，使他們能思考、處理、分析、綜合、批判、應用及解決問題等等。

Principle IX

Learning needs cooperation between students and staff

It is important that students and staff cooperate to develop a shared understanding both of the problems experienced in learning, as well as their problems as stakeholders within their given institution, jointly proposing solutions that might work for both groups. In the classroom, such cooperation will have a positive effect as the two groups increasingly come to consider each other as partners. Such a partnership is central to the philosophy of scl which sees learning as taking place in a constructive interaction between the two groups.

原則九

學習需要學生和教師間的合作

- 學生和教師共同合作去找出在學習上所面臨的問題，並一起找出有效的解決方法。
- 這樣的合作將會有正向效果，使這兩個團體逐漸地將彼此視為是夥伴。
- 如此的夥伴關係即SCL的哲學中心思想，它認為學習是發生在這兩個團體有建設性的互動中。



Group Activity

團體活動

1. Each small group will be assigned a Principle. First reflect by yourself, then share in your group.

每一組會被指定一項原則, 首先請你自己先反思, 然後再於小組中分享

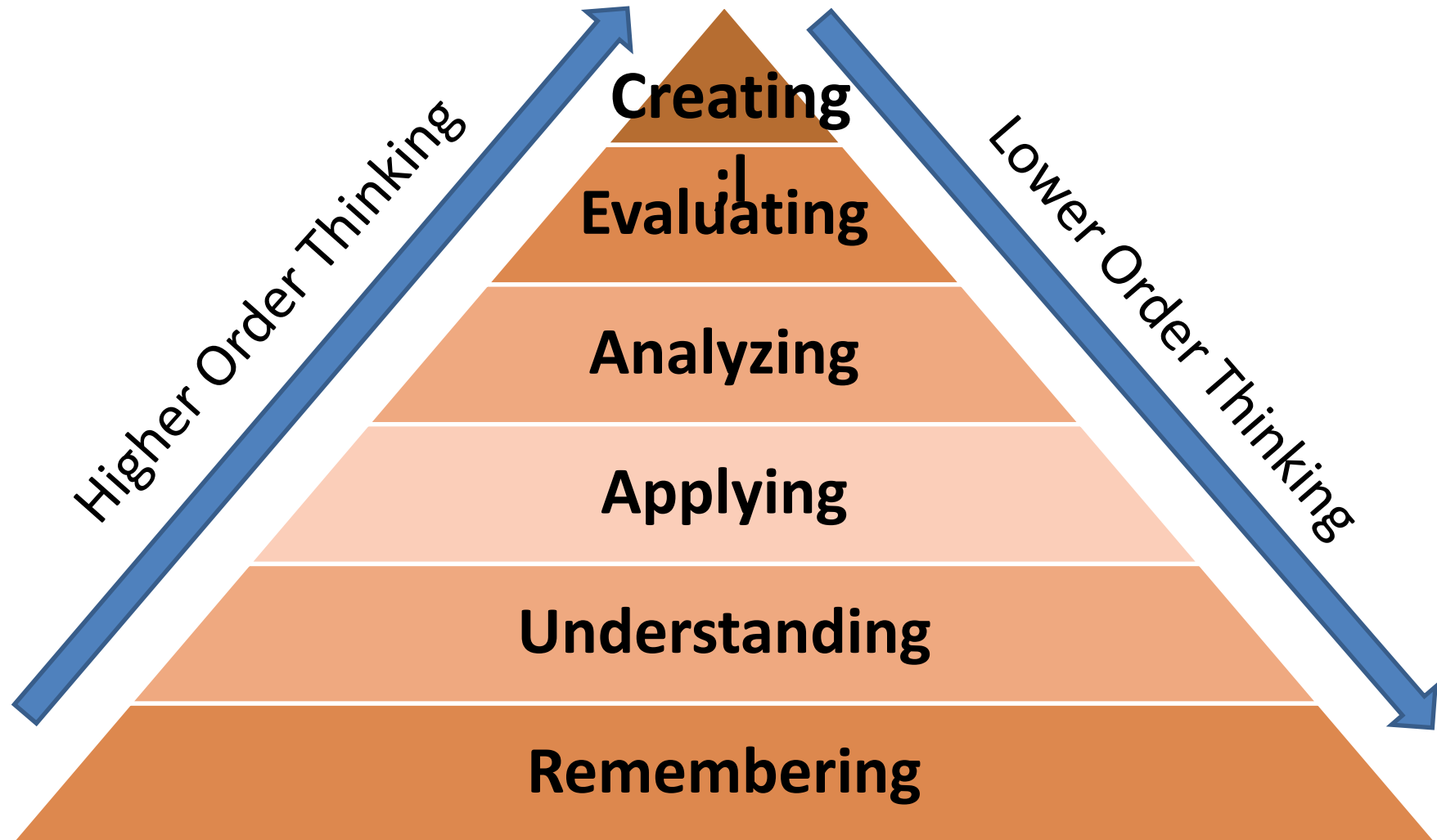
2. How would this Principle benefit students at your school?

在你的學校中這個原則如何能使學生受益?

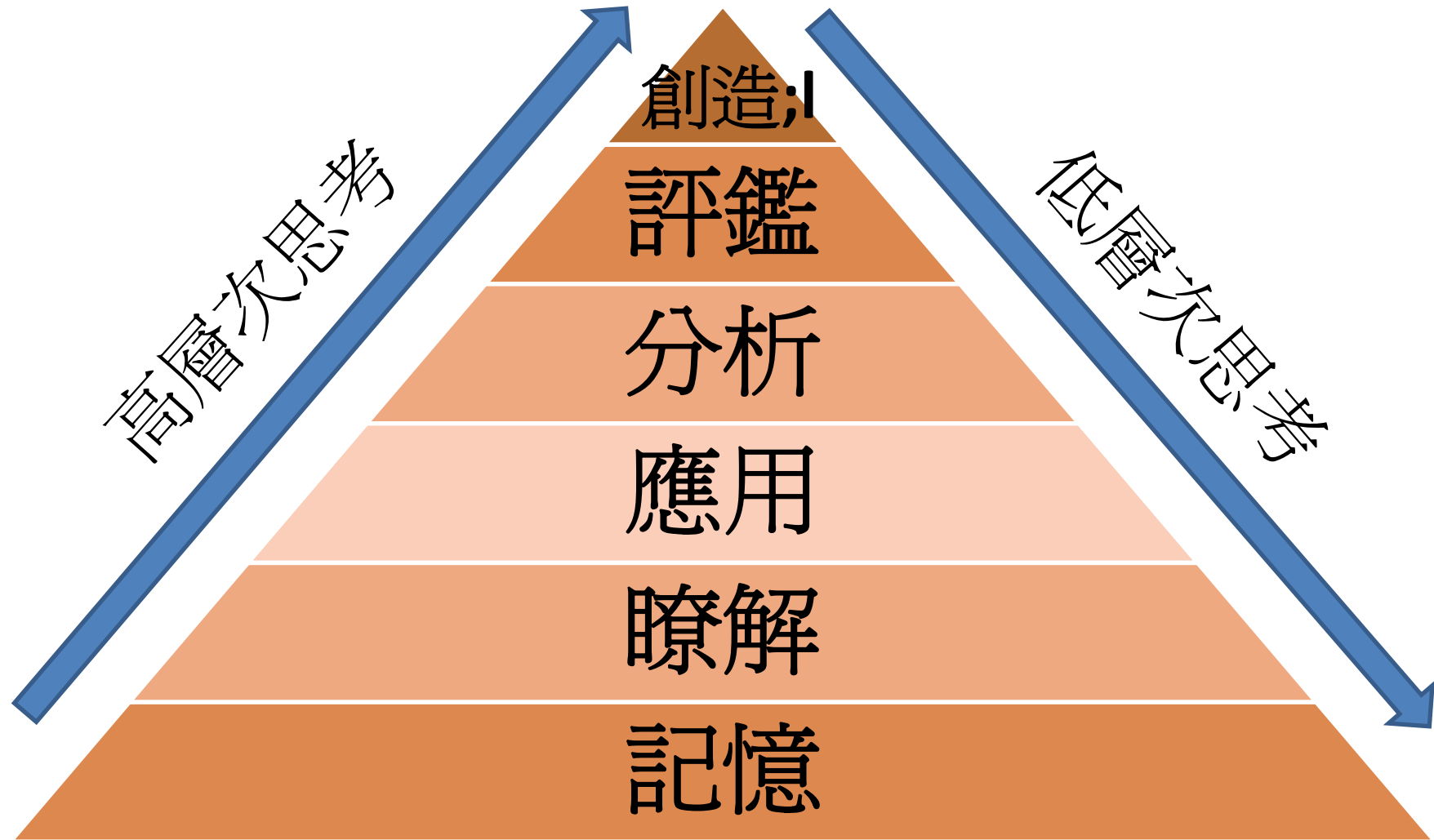
3. What would need to change to practice this Principle?

在實施這個原則時有什麼需要改變?

Bloom's Taxonomy of Learning



布魯姆的分類學習



Level 1: Remembering 記憶



- Recognizing 認識
- Listing 列清單
- Describing 描寫
- Identifying 辨識
- Retrieving 想起
- Naming 說出
- Locating 找出
- Finding 發現

Level 2: Understanding 瞭解



- Interpreting 說明
- Summarizing 總結
- Inferring 推論
- Paraphrasing 釋義
- Classifying
- Comparing
- Explaining
- Exemplifying

Level 3: Applying 應用



- Implementing 執行
- Carrying out 實行
- Using 使用
- Executing 履行

Level 4: Analyzing 分析



- Comparing 比較
- Organizing 組織
- Deconstructing 解構
- Attributing 歸因
- Outlining 概述
- Finding 發現
- Structuring 組織
- Integrating 整

Level 5: Evaluating 評鑑



- Checking 檢查
- Hypothesizing 假設
- Critiquing 批判
- Experimenting 嘗試
- Judging 評定
- Testing 考驗
- Detecting 發覺
- Monitoring 監督

Level 6: Creating 創造



- Designing 設計
- Constructing 構思
- Planning 計劃
- Producing 製作
- Inventing 發明
- Devising 策畫
- Making 製作
- Programming 規畫