

主題研討 II

Plenary Session II

Malden學區透過課室訪視 以督導、檢視及改進教學

Supervising, Monitoring and Improving Instruction through Classroom Visitations in Malden Public Schools

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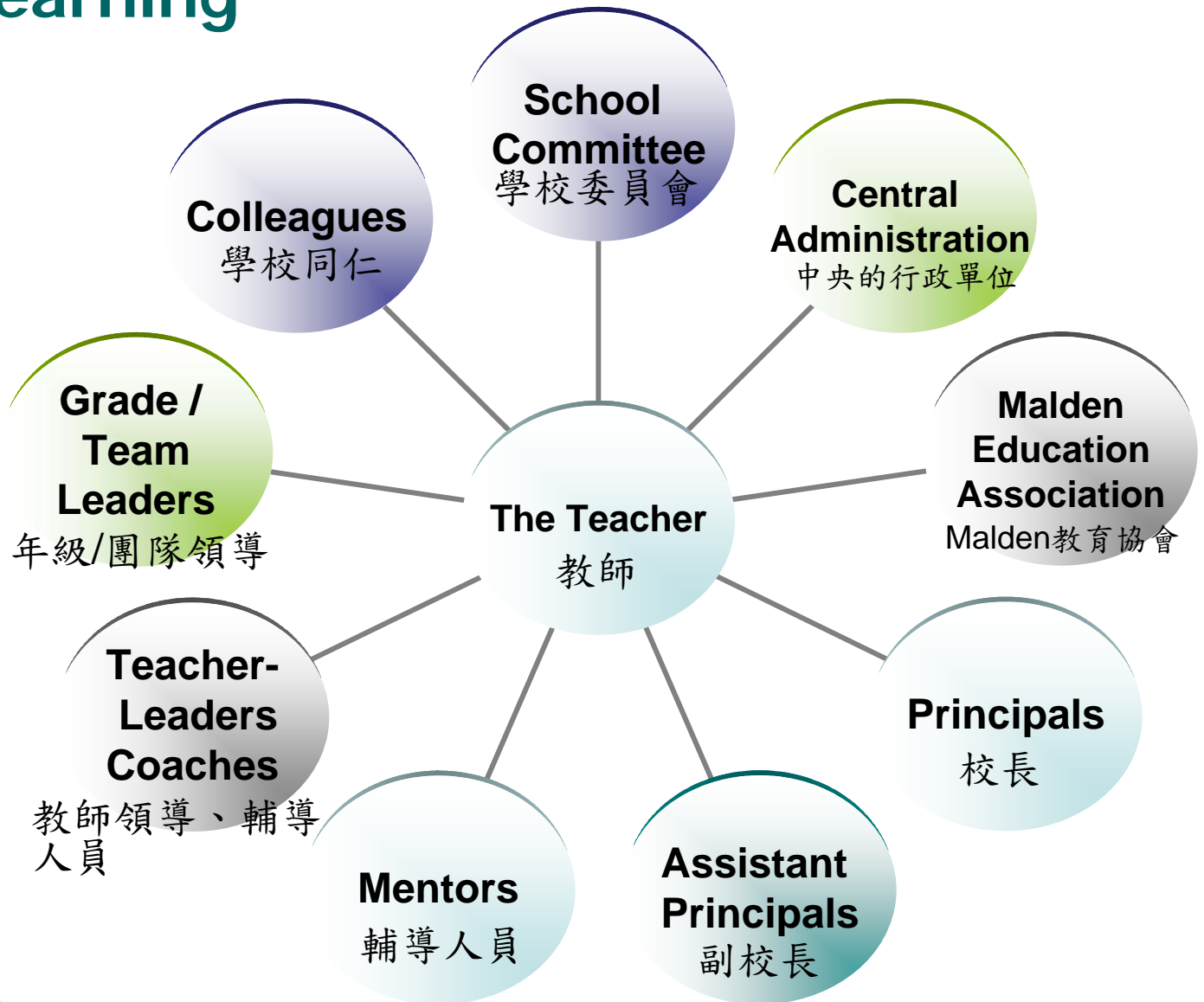
International Conference on Teacher Evaluation with Professional Growth Cycle

Supervising, Monitoring and Improving Instruction Through Classroom Visitations

透過課室訪視以督導、檢視及改進教學

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A Community of Teaching and Learning 教與學的社群



Connections 連結

➤ DISTRICT STRATEGIC PLAN

學區策略計畫

➤ DISTRICT GOALS 學區目標

➤ OBJECTIVES TO REACH THE GOALS

以達成學區目的為目標

➤ EXPLICIT STRATEGIES TO REACH THE GOALS

達成目的之明確策略

How the Visitations Connect to District Goals:

如何將課室訪視連結到學區目標

- **From the Malden Public Schools Strategic Plan – District Goals - Instruction**

從Malden公立學校策略計畫—學區目標—教學

➤ ***Goal: Students will increase their ability to interact thoughtfully with text, data, number and word problems, visuals, and phenomena, on their own and with one another, to build new knowledge, skills and understanding.***

目標：學生將增進與文本、資料、數字、文字問題、視覺及現象的互動能力，可以獨立地及與他人一起地，建立新的知識、技巧與理解。

Specific District Objective That Supports The Goal

支持總體目的之特定學區目標

- ***Students will read every day and use different strategies to interact thoughtfully with text, data, number and word problems, visuals, phenomena, and one another. Their daily work (collected in notebooks, journals, and/or folders) will include evidence that they have... (continued on next slide)***

學生每天閱讀並且使用不同策略，深入地與文本、資料、數字、文字問題、視覺及現象等互動。他們日常的工作(收集在筆記本、日記或檔案夾裡)將包含他們成長的證據(見下一頁投影片)

What tools do we use when we “visit”

訪視老師的課室時我們使用怎樣的工具

- **Please refer to the documents: Visitation Guidelines**

請參照課室訪視指引手冊相關的文件

- **The tool: 工具：**

- **It is the same tool for all teachers -- new and experienced teachers**

所有教師皆使用相同的工具：新進及資深教師

- **Administrators’ and coaches’ role is to identify areas of strengths and areas of weaknesses with these visits with each teacher**

行政人員及指導人員的角色在於訪視每位教師教學時找出教師的優缺點

- **Determining what and where are the “gaps”**
 - **Is it the teacher’s skills in a specific strategy?**
 - **Is it the implementation of the strategy?**

決定教學上的「落差」可能會是什麼？會在哪裡？

落差是發生在教師在特定策略上的技巧嗎？

落差是發生在策略的執行嗎？

Use of Visitation Guides 課室訪視指引手冊 的使用

Note: Please refer to the documents 請參閱相關文件

❖ **They are helpful guidelines for the visit**

課室訪視指引手冊有助於引導課室訪視

❖ **Visitations focus on one or two of the areas**

訪視教師課室只針對一至二個領域

❖ **The descriptors help everyone with common vocabulary and understanding of effective practice**

指標幫助大家具備共通的語彙、瞭解有效教學的內涵

❖ **The descriptors also help target teachers' needs for professional development**

指標也幫助確立教師專業發展需求的目標

Visitations vs. Observations

Visitation 課室訪視

- Not a part of formal evaluation process
並非正式評鑑過程的一部份
- Can be as short as 10 minutes in length
時間可以只有短短十分鐘
- Feedback can be oral and / or written
回饋可以是口頭或書面的
- Does not enter in personnel file
不會列入教師個人檔案
- No limits – frequent if necessary
次數沒有限制，如有必要可以經常性做
- Unannounced
結果不會公佈

Observation 教學觀察

- Part of a the Professional Growth Cycle – formal evaluation process
專業成長循環的一部分(正式評鑑過程)
- Minimum 30 minutes in the classroom
在教室內的時間至少要三十分鐘
- Feedback must be written
回饋一定要是書面的
- Becomes part of the personnel file
成為個人檔案的一部分
- Limited by contract depending on the Year of Cycle
次數受合約限制，依據進行到的循環系統年數來決定
- Announced
結果會公佈

Process of a Visitation- Informal Evaluation (Formative) 課室訪視的過程：非正式的評鑑(形成性)

- **Who? All evaluators and content area coaches. Can be done in pairs (Example: a principal and a curriculum director)**

誰去訪視？所有評鑑者及課程領域的指導者，可以兩兩一組。例如：一位校長搭配一位課程主任

- **When? Can be announced or unannounced**

什麼時候做？可以公告布或不公布？

- **What happens? The “visitors” will go into the classroom, observe for 10-20 minutes, and take some notes on what has been observed in teaching and learning. 實施方式？訪視者進入教室觀察10-20分鐘，將課堂上所觀察到的教學及學習狀況做紀錄**

- **The notes are the guide for the feedback to the teacher. Commendations, recommendations for a strategy or how to improve on the implementation of a strategy. 於課堂中所記載的紀錄是給予教師回饋的指引。回饋可以是：對於教學策略的稱許、建議或是如何改進策略的實施方式。**

- **Feedback is oral or written and should be provided within a week (sooner is more effective) 回饋可以是以口頭或書面形式告知，並且應該於一週內給予教師回饋(越快越有效)**

Process of Formal Observation and Evaluation (Formative and Summative)

正式觀察及評鑑過程(形成性及總結性的)

- **An formal observation is done by arranging a specific time with the teacher and observing the class. (Refer to the PPT on the Professional Growth Cycle and document)**

正式觀察的實施是與任課教師安排一個特定時間到班觀察。(請參考教師專業成長循環簡報及文件)

- **It must be preceded by a pre-conference and followed through with a post-conference (dated, signed agreements)**

觀察之前要有觀察前會談，之後要有觀察後會談。(標有日期、簽署過的合約)

- **The observation and subsequent narrative addresses what was directly observed in the classroom.**

教學觀察及隨後的敘述內容應該以課堂上直接觀察到的事項為要點。

Process of Formal Observation and Evaluation (Formative and Summative) continued...

正式觀察及評鑑過程(形成性及總結性的)--續

- **Only what was observed can enter into the written document** 只有在課堂上觀察到的事項可以列入書面文件
- **Example: Specific teaching strategies employed by the teacher, how the students respond, the groupings, the implementation of an objective-driven lesson plan, how the students are monitored and assessed. Is there closure? How was classroom / student management? Etc., etc.,**

例如：教師運用到的特定教學策略？學生如何回應？如何進行分組活動？目標導向的教學計畫如何執行？教師如何檢視及評量學生？教師是否有總結教學內容？班級管理如何等？

- **A narrative is then written with what was directly observed; commendations and recommendations are also included.** 敘述內容於觀察之後依直接觀察到的事項撰寫；給予教師的讚揚與建議也包含在其中。

Observations continued.... 觀察

(續...)

- **The observation narrative differs from a visitation feedback in that it is much more comprehensive and examines / analyzes the lesson more closely.**

觀察的敘述有別於訪視的回饋，因為所描述事項更為廣泛，更加深入檢視與分析課堂教學

- **It looks at an entire lesson – not just a fragment. (Planning, Instruction, Curriculum, Management, Assessment)**

入班觀察著重在教學的整體，而非只是教學的片段。(課程規劃、教學、課程、教室管理、評量)

- **It is the evidence to support the final Evaluation which is the summative tool from the Professional Growth Cycle.**

入班觀察提供支持最終評鑑的證據，它是從專業成長循環中提出的總結性工具

- **All administrators have been trained in courses of Observing and Analyzing Teaching.**

所有的行政人員都已接受過觀察及分析教學的訓練。

Specific Strategies Identified 確認特定的策略

.....identified the topic, main idea and most important details included in the text, data, problem or other source, orally and in writing, in their own words, on their own and with other strategically selected student (s).

確定教學主題、主要概念及最重要的細節，這些都包含在文本、資料、問題或其他來源中，確定的方式可以用口頭或書面方式呈現，以教師自己的語言，由他們自己和其他有策略性選擇出來的學生共同確定。

➤ **The Key Learning Strategies** : 關鍵的學習策略

- Think-Write-Pair-Share, Content-Response Notes/Write & Respond to Text, I See/It Means, Dialectical Journals, It Says/It Means, Think Aloud, GIST

思考—寫作—分組—分享，內容—回應，筆記/寫作及

回應文本，我所見到的/它的意義，辯證的日記，它敘說什麼事實/它的意義是…，敘說出內心思考的事物，要旨

➤ **Key Comprehension Strategies**: 關鍵的理解策略

- Clarify –Question –Summarize-Determine Importance
闡述—提問—概略說明—決定重要性

How do we make this happen? 我們如何實踐?

- **Study / Observe the teacher's repertoire of teaching strategies**

研究/觀察教師執行教學策略的本領

- **Align Professional Development**

與專業發展一致

- ***What: targeting the specific modeling and teaching of common teaching and learning strategies***

內容：以特定模式為目標並教授共通的教學及學習策略

- ***Who: principals, assistant principals, curriculum directors, teacher leaders, mentors, coaches working with teacher***

誰來執行：校長、副校長、教務主任、教師領導者、教練、與教師共事的指導人員



Example of descriptors for Initial Instruction (also called “mini-lesson):

初始教學的指標範例(亦稱之為「迷你課程」)

Mini-Lesson/Initial Instruction: *The teacher...*

- **Introduced new content clearly and effectively, through a reading, presentation or other activity.** 迷你課程/初始教學：教師藉由閱讀、簡報或其他的活動，清楚且有效地介紹新的課程內容
- **Complemented expository material with visual or narrative material.**
用視覺或敘事方式的教材補充說明
- **Used an effective instructional strategy (i.e., Think Aloud) to model new skills/strategies, including those needed to complete the day’s product(s).** 使用有效的教學策略(如：敘說內心思考的事物)來形塑新的技巧或策略，包含那些完成當下教學成果所需要的策略

Example of descriptors for Initial Instruction (also called “mini-lesson”):

初始教學的指標範例(亦稱之為「迷你課程」)

- **Introduced new content/skills/strategies in reasonably small, manageable chunks or steps accompanied by checks for understanding.**

教師以相當短的/可以掌握的程序或步驟介紹新的課程內容/技巧或策略，並且隨之進行對學生理解の確認

- **Used a variety of explanatory devices to respond to students' different abilities, needs and learning styles.**

運用各式各樣的解說方法來回應學生的不同能力、需求及學習型態

- **Helped students make connections between new content and their prior knowledge and experiences.**

幫助學生將新知識與舊知識及經驗結合

- **Provided students w/time to think about, discuss & record new content, strategies, questions & other responses in their notebooks, in their own words.**

提供學生時間，讓學生可以思考、可以讓學生在自己的筆記本上用
用自己的話討論並紀錄新的課程內容、策略、問題或其他回應

Expectations for Administrators 對行政人員的期待

Principals/Assistant Principals: 校長/副校長：

- **On average, 30+ minutes per day working directly with individual teachers in or outside of their classrooms.**
平均每天至少花30分鐘以上，直接與個別教師在課堂內或課堂外工作
- **At least two-thirds of these minutes will be spent visiting classes.**
而其中至少三分之二的時間用在訪視課室教學
- **One-third of these minutes may be spent debriefing with teachers or participating in other instructional improvement work focused on classroom practice (e.g., notebook reviews, progress monitoring meetings, watching and responding to videos).**
而三分之一的時間用在跟老師聽取報告或參加其他針對課堂教學改進的工作(例如：回顧紀錄、進度檢視會議、觀看及回應錄影帶)
- **Debriefings with teachers will occur within one week of the class visit (orally and/or in writing) and will include concrete, constructive suggestions to improve instruction, student engagement and student work.**

與教師聽取報告會在班級觀察後的一週內完成(口頭及/或書面形式)，報告內容包含對於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

Expectations for Curriculum Directors and Program Managers 對於課程主任及學程主任的期待

- **On average, 30+ minutes per day observing, co-teaching or conducting demo lessons in classes.**

平均每天至少花30分鐘以上觀察、協同教學或在班級作教學展示

- **They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions to improve instruction, student engagement and student work.**

他們在一週內會與教師聽取報告(口頭及/或書面形式)，報告中提供教師關於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

Expectations for Coaches and Teacher

Leaders 對於教學指導人員及教師領導的期待

- **On average, 120+ minutes per day observing, co-teaching or conducting demonstration lessons in classes (teacher leaders: 60+ minutes, on average, per day).**

平均每天至少花120分鐘以上觀察、協同教學或在班級作教學展示(教師領導者：每天平均至少60分鐘以上)

- **They will debrief with teachers within one week (orally and/or in writing) and provide teachers with concrete, constructive suggestions: instruction, student engagement and student work.**

他們在一週內會聽取教師報告(口頭及/或書面形式)，報告中提供教師關於改善教學、學生參與及學生作品等方面之具體、有建設性的建議

Visitation Feedback Sample:

課室訪視回饋範例：

- **Commendations** ***“Students were interacting well with each other and the new content in a Think-Write-Pair-Share”***

讚許：以思考—寫作—分組—分享方式所進行的學生彼此之間以及和新課程內容之間的互動相當良好

- **Recommendations** ***“Students should interact more with one another in a Think, Write, Pair-share Activity”***

建議：學生間應該有更多以思考—寫作—分組—分享活動所進行的互動

Prescriptions ***“This is how you facilitate more interaction with a Think-Write-Pair-Share”*** (explicit directions / modeling / resources / PD would be given to the teacher)

指示：這就是你如何使用思考—寫作—分組—分享活動的方式來促進更多互動的方式(給予教師清楚的方向/模範/資源/專業發展的建議)

- **Expectations** ***“It is expected that students will interact more with each other with some of the strategies that I have recommended /modeled for you or you have learned in district professional development”***

期待：希望你能運用我推薦/示範給你的一些策略、或你已經在學區專業發展學習到的策略，使學生間的互動變得更多

When Does The Professional Development Take Place? 教師專業發展何時發生?

- **It is / can be** 它是/可以是
 - **Embedded in daily practice with a coach, etc.** 融入在有教練協助的每日教學實務中
 - **Common Planning Time** 共同的課程規劃時間
 - **Faculty meetings** 教職員會議
 - **Early Release Days** 提早放學日
 - **Full-day Professional Development** 全天的專業發展
 - **After school workshops** 放學後的工作坊
 - **Summer institutes** 暑期講習



Addressing district goals and objectives with:

說明學區的目的與目標

- ***Common language, practices and strategies for administrators and teachers***

以行政人員及教師共同的語言、教學方法及策略

- ***Frequent targeted feedback to teachers***

對教師經常的、有目標性的回饋

Intended Result: Expectations for High Achievement by All for All

預期結果：對全體學生全都能做到有高成就表現的期待

❖ Equity and access to curriculum

平等以及有接受課程的機會

❖ Differentiation of instruction

殊異化的教學

❖ Connecting across disciplines 跨領域的連結

❖ *With common research-based, effective teaching and learning practices*

以共同的、研究為基礎的、有效的教學及學習實務

