教育部國民及學前教育署

擴大引進外籍英語教學人員計畫

Taiwan Foreign English Teacher Program (TFETP)

**TFETP學校輔導訪視機制規劃(表件)**

外籍英語教學人員被觀課紀錄 Teaching Demonstration Report

附件一：協同中師填寫

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| **Teaching Demonstration Report** |
| Name of English Teacher/Teaching Assistant: |
| Name of the Co-Teaching Teacher: |
| City/County of the School: |
| Full name of the School: |
| Class Taught (grade level and the name of the class): |
| Number of students in class: |
| Lesson topic: |
| Lesson goals/objectives: |
| Name of Observer(s)[[1]](#footnote-1): |
| Date of Teaching Demonstration: |
| 1. Lesson Plan |
|  |
| 1. Self-evaluation of Teaching Demonstration |
| 1. Strengths: 2. Suggestions for improvement: |
| 1. Major Feedback from Observer(s) |
| 1. Strengths: 2. Suggestions for improvement: |

外籍英語教學人員觀課紀錄 Class Observation Report

附件二：外籍教師填寫

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| **Class Observation Report** |
| Name of English Teacher/Teaching Assistant: |
| Name of the teacher observed: |
| School name of the teacher observed: |
| Class Taught (grade level and the name of the class): |
| Number of students in class: |
| Lesson topic: |
| Lesson’s goals/objectives: |
| Date of class observation (YYYY/MM/DD): |
| 1. Summary of the lesson (or input lesson plan) |
|  |
| 2. Suggestions |
| (1) Highlights of the teaching  (2) Suggestions for Improvement |
| 3. Students’ Overall Level of Engagement and Learning Outcomes |
| (1) □Very low □Low □Moderate □High □Very high  (2) Suggestions for enhancing students’ level of engagement and learning outcomes: |
| 4. Personal Reflections upon this Lesson |
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外籍英語教學人員考評表

附件三：學校填寫

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| **外籍英語教學人員考評表** | | | | | | |
| 縣市名稱/學校名稱： | | | | | | |
| 外籍英語教學人員（下稱外師）姓名： | | | | | | |
| 填表人員姓名： | | | | | | |
| 填表人員職稱：□教務主任 □英語科代表[[2]](#footnote-2)： | | | | | | |
| 填表日期： | | | | | | |
| 項目說明 | 評分  （5表非常認同；1表非常不認同） | | | | | |
| **一、教學專業** | | | | | | |
| 1. 具備優秀英語能力，用字與文法適當，並能全英語授課 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 備課認真，教材編選與組織合宜 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 瞭解學生發展與學習原理，並據以調整教學 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能掌握課程目標並有效達成 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 上課講解音量與速度合宜 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能作好班級經營及管理，維持良好上課秩序與學生注意力 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能考量學生程度，進行有效及差異化教學 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能善用教學媒介，協助學生有效學習 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能設計適切評量與作業，掌握與支持學生學習 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生評量與獎懲公平 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能以多元方式提供學生良好英語學習環境 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 在英語課程、教學或活動辦理上有創新優異之表現 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| **二、協同教學** | | | | | | |
| 1. 能與協同中師共同討論教材與課程規劃 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能與中師進行有效之課堂協同教學 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能於課堂與中師共同營造良好英語學習環境 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能與中師彼此有效溝通，以達成教學目標 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| **三、專業倫理與專業發展** | | | | | | |
| 1. 行為舉止與穿著合宜 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 情緒穩定，有效溝通，獲得師生信任 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 展現教育敬業精神，善盡專業職責，具備服務熱忱 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能持續專業發展、參與校內外教育專業發展活動（如公開授課、專業分享、觀課），精進教學 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能積極參與學校各項教學相關活動（包含課外活動、競賽、社區活動等） | 5□ | | 4□ | 3□ | 2□ | 1□ |
| **四、行政配合** | | | | | | |
| 1. 能接受學校指派，參與英語教學相關計畫、競賽、活動之規劃與推動 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能配合學校相關要求與規範 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 能配合相關政策、法令，遵守縣市政府、TFETP之相關要求與規範 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| **五、學生表現** | | | | | | |
| 1. 學生上外師之英文課專注投入 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生對英語學習展現興趣與信心 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生有更多英語口說機會 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生有更多英語聽力訓練機會 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生英語閱讀量提高 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生有更多機會練習英語寫作 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生國際觀與跨文化素養提升 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 學生與外師互動良好 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. 不同社經背景或英文能力的學生都能受益於外師之英語教學 | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 總分 | | \_\_\_\_\_\_\_分 | | | | |

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| 綜合意見 |
| 1. 優點：   (請說明在教學專業、協同教學、專業倫理與專業發展、行政配合、專業表現的優點) |
| 1. 改進建議：   (請說明在教學專業、協同教學、專業倫理與專業發展、行政配合、專業表現的改進建議) |

協同中師自評表

附件四：協同中師填寫

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| **協同中師自評表** | | | | | | |
| 縣市名稱/學校名稱： | | | | | | |
| 協同中師姓名： | | | | | | |
| 外籍英語教學人員（下稱外師）姓名： | | | | | | |
| 填表日期： | | | | | | |
| **項目** | **指標** | **成效評估**  （5表非常認同；1表非常不認同） | | | | |
| 協同教學 | 1. 學校對與引進外師有清楚之目標與推動策略 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校對於協同中師之角色有清楚之期待 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校對於外師之角色有清楚之期待 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 我能有充分時間與資源與外師共同規劃適合學校課程計畫理念之教案 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師與我能共同營造良好互動班級氣氛 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師與我共同建立有助學生學習之班級常規 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師與我進行有效協同教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師與我能根據學生能力與需求，討論並調整教學方法 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師與我能採取適合的活動或教學方法，深化學生學習 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 我滿意協同教學的成果 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 行政支持 | 1. 學校能提供協同中師充分的支持，資源與專業發展機會 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能協助外師解決問題，使其能專心教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能找到合適且有意願之協同中師，與外師共同教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能有效解決外師與協同中師相關問題 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師之專長與能力符合學校雙語教育需求 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師具良好之英語教學能力與技巧 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師具良好之課程設計與發展能力 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師能參與備課、觀課、議課與相關專業發展活動 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師能融入學校與社區，彼此互動良好 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 外師表現 | 1. 外師具教育熱忱與服務精神 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師教學專業能力良好 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師專業倫理與敬業表現佳 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師能充分融入學校與社區 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 成效評估 | 1. 外師能提升學生英語學習環境與經驗 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師提升學生對英語學習的興趣與信心 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 聘用之外師提升學生之英語聽說能力 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師提升學生讀寫能力 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師能提升學校教師雙語教學信心與能力 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師能提升社區對學校的興趣與信心 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校成員支持學校引進外師 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校滿意引進外師成效 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校有信心繼續推動雙語教育 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 總分 | | \_\_\_\_\_\_\_分 | | | | |

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| 綜合意見 |
| 1. 若有辦理困難，請說明： |
| 1. 若有辦理建議，請說明： |

外籍英語教學人員自評表 Self-Evaluation Form

附件五：外籍教師填寫

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| **Self-Evaluation Form** | | | | | | |
| Name of English Teacher/Teaching Assistant: | | | | | | |
| City/County of the School: | | | | | | |
| Full name of the School: | | | | | | |
| Name of Co-Teacher(s): | | | | | | |
| Date (YYYY/MM/DD): | | | | | | |
| Item | | Score  (5 means “Strongly agree”, 1 means “Strongly disagree”) | | | | |
| 1. **Administrative Support** | | | | | | |
| 1. I received clear and reasonable missions, duties and responsibilities from the school. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Contract is well followed by the school. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Salary and subsidies are given on time. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School responds to my work-related questions and needs effectively. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School respects my profession and suggestions. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School members support my work   at school. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School supports my professional development. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. I have good working relationship with other school teachers. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. I have good working relationship with the school administrators. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School provides inadequate administrative support for my teaching | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. **Co-teaching** | | | | | | |
| 1. I felt frustrated working with co-teacher(s) to reach consensus towards curriculum design, teaching strategy, and student assessment. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Co-teaching responsibilities are clearly and fairly defined among TFET and Co-teachers. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Co-teaching is delivered effectively. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Co-teaching meets different ability levels and needs of students. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Co-teacher works with me in a professional way. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Co-teaching provides students with productive learning experiences. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. **Contributions** | | | | | | |
| 1. I provide a lot of opportunities for students to practice English at school. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. I help the school to organize English activities and/or competitions for students to practice English. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Students benefit from my teaching regardless of their English ability levels. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Students’ interest and confidence in learning English are enhanced. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Students’ listening and speaking abilities are improved. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Students’ reading and writing abilities are improved. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. School members are satisfied with my work. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. I have inadequate or limited interactions with students in English. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. I am satisfied with my contribution towards school’s English teaching and learning improvement. | 5□ | | 4□ | 3□ | 2□ | 1□ |
| 1. Self-evaluation of one’s performance (please briefly describe your strengths, weaknesses, and needs for professional development): | | | | | | |
| 1. Suggestions for the School: | | | | | | |
| 1. Suggestions for TFETP: | | | | | | |

實地訪視紀錄表(外籍英語教學人員端)

附件六：訪視人員填寫

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| **On-Site Classroom Observation Form** | | | | | |
| 訪視者姓名/Inspector： | | | | | |
| 縣市名稱City/ Country： | | | | | |
| 學校名稱School： | | | | | |
| 外籍英語教學人員姓名（下稱外師）Foreign English Teacher： | | | | | |
| 協同中師姓名Taiwanese Co-Teacher： | | | | | |
| 教學班級Class： | | | | | |
| 教學單元Teaching Unit： | | | | | |
| 節次Period： | | | | | |
| 本班（\_\_\_\_\_年\_\_\_\_\_班）協同中師係Co-teacher of the Class \_\_\_\_\_ is:   * + 專任合格英語教師/A Qualified English Teacher   + 代理代課英語教師/A Substitute English Teacher   + 一般導師/A Homeroom Teacher   其他/Others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (請註明/Please specify.) | | | | | |
| 日期Date (YYYY/MM/DD)： | | | | | |
| **評分標準/Grading Rubric：**  **5 =優/Excellent；4 =良/Good；3 =可/Fair；2 =差/Poor；1 =劣/Very Poor** | | | | | |
| 回饋項目與指標Item and index | 回饋結果Result | | | | |
| * + - 1. **教材準備與設計Preparation and Design** | | | | | |
| 1. 教材組織與選擇合宜   The organization and selection of teaching materials are appropriate. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學內容完整明確   Lesson contents are complete and concise. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學內容適當實用   Lesson contents are appropriate and practical. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學的組織邏輯清楚   Instruction is given in a logical and efficient manner. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學符合學生能力與需求，考量個別差異   Teaching meets the varied abilities and needs of learners and takes individual differences into consideration. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 妥適調整教學時間   Class time is effectively used according to the needs of the class. | 5□ | 4□ | 3□ | 2□ | 1□ |
| * + - 1. **教學方法與運用Teaching Method** | | | | | |
| 1. 教學策略符合教材性質   Teaching techniques are effective for delivering specific material. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學策略適當且多元   Teaching strategies are appropriate and diverse. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 重視學生聽說讀寫基本能力的培養   Teacher focuses on preparing students’ reading, writing, speaking, and listening skills. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 營造合作學習氣氛   Teacher creates a cooperative learning atmosphere. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 善用作業擴大學生學習成果   Assignments are well organized to maximize students’ learning outcomes. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 建立良好的教室常規與程序   Classroom rules and procedures are well established and followed. | 5□ | 4□ | 3□ | 2□ | 1□ |
| * + - 1. **教學活動Teaching Activities** | | | | | |
| 1. 善用教具輔助教學   Teacher makes good use of teaching resources to assist teaching and learning. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學方式能顧及不同程度學生之需要   Teaching methods meet the diverse needs of students with different ability levels. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教學活動生動活潑   Teaching activities are engaging. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 能適當給予學生讚美與增強，並提供低成就的學生成功的機會   Teacher uses praise and compliments to encourage students and provides opportunities for lower-ability students to garner praise. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 配合教學活動佈置教學情境   Teaching environment arrangement complements educational activities. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學生學習活動反應積極，興趣濃厚   Students show great interests in learning and are fully engaged in class. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 教師營造學習的教室氣氛   Teacher creates a classroom atmosphere conducive to learning. | 5□ | 4□ | 3□ | 2□ | 1□ |
| * + - 1. **外師Foreign English Teacher** | | | | | |
| 1. 外師發音、音量及速度良好   Teacher’s pronunciation, volume, and speech rate are appropriate. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師授課用字與文法使用適當，並能以全英語授課   Teacher uses proper vocabulary and grammar when teaching. English is used for the whole class. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師教材呈現條理清楚   Teacher delivers teaching materials in a logical and clear way. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師講解清晰有條理   Teacher provides students with clear and organized instruction. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師具備教學熱忱   Teacher possess strong teaching enthusiasm. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師教學態度和藹可親   Teacher is friendly and accessible for all students. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 外師具專業精神儀表   Teacher upholds professional attitude and standards. | 5□ | 4□ | 3□ | 2□ | 1□ |
| * + - 1. **協同教學Co-Teaching** | | | | | |
| 1. 協同教學設計良好   Co-teaching is well-designed and the role and responsibility of both sides are clearly and appropriately defined. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 與中師協同教學過程流暢   The instructional procedures of co-teaching are fluent between TFET and Taiwanese teacher. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 能與中師配合強化教學，深化學生學習與理解   TFET works effectively with Taiwanese teacher to reinforce students’ learning and understanding. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 與中師一起營造良好學習環境及上課氣氛   TFET cooperates with Taiwanese teachers to effectively create a supportive, safe, engaging, and pleasant learning environment. | 5□ | 4□ | 3□ | 2□ | 1□ |
| 總分/Total Score | \_\_\_\_\_\_分/points | | | | |

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| 綜合意見 |
| 1. 優點Strengths： |
| 1. 改善建議Suggestions for Improvement： |

實地訪視紀錄表(學校端)

附件七：訪視人員填寫

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **實地訪視紀錄表(學校端)** | | | | | |
| 訪視者姓名/Inspector: | | | | | |
| 縣市City/ Country： | | | | | |
| 學校School： | | | | | |
| 外籍英語教學人員（下稱外師）姓名Foreign English Teacher： | | | | | |
| 日期Date (YYYY/MM/DD)： | | | | | |
| **評分標準/Grading Rubric：**  **5 =優/Excellent；4 =良/Good；3 =可/Fair；2 =差/Poor；1 =劣/Very Poor** | | | | | |
| 訪視項目與指標 | 評分 | | | | |
| * 1. **行政目標面** | | | | | |
| 1. 學校雙語/英語教育目標與策略明確，並獲得學校成員與外師瞭解與支持 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能讓外師與協同中師對於自己的任務與工作內容有清楚的瞭解 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **行政運作面** | | | | | |
| 1. 薪水、獎金、住宿補助及機票核銷等核銷後準時發放 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學習津貼核銷後準時發放(教學助理適用) | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校相關表單或資料如期確實繳交 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能配合訪視工作，以瞭解外師工作情況 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能遵照合約及政府相關規定妥善運用與照顧外師 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校設置相關緊急事項處理機制，且處理良好 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **行政支持面** | | | | | |
| 1. 學校設置校內專責協助人員，提供外師生活支持 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能鼓勵外師專業發展，提供專業支持 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能提供外師所需工作支持 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **教學規劃面** | | | | | |
| 1. 雙語/英語課程與教科書能有妥適之討論與規劃 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 有安排適合之協同教師或是其他人員與外師共同教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 協同教師與外師分工合作良好，共同提供有效英語教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **教學支持面** | | | | | |
| 1. 提供外師教學軟硬體支援 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 能提供外師適合的工作空間 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校對於外師教學上的問題，能提供協助 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能本於專業，提供外師教學回饋 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **專業發展面** | | | | | |
| 1. 能安排中、外師共同備課時間 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 能透過共備、觀課、議課或教學演示，提供教學觀摩與回饋機會，以精進外師教學。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能透過觀察、訪談、文件檢視等瞭解外師表現狀況，並給予回饋。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **溝通回應面** | | | | | |
| 1. 外師、行政、協同教師、學校教師間溝通順暢。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學校能提供外師學校重要活動資訊（如：雙語行事曆）以及與外師相關之重要訊息，並確保外師能確實得知相關訊息。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 能提供翻譯，協助外師參與重要會議，或與他人(家長、學校教師、學生等)溝通，以釐清或解決問題。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 對於外師問題能妥適回應。 | 5□ | 4□ | 3□ | 2□ | 1□ |
| * 1. **學生表現面** | | | | | |
| 1. 學生清楚並認同外師與協同中師之角色 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學生與外師互動良好，樂於向外師學習 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學生對英語學習的興趣與信心增加 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學生滿意雙語協同教學 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 1. 學生英語能力提升 | 5□ | 4□ | 3□ | 2□ | 1□ |
| 總分 | \_\_\_\_\_\_分 | | | | |

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| 綜合意見  （針對可改進與不符合期待之訪視項目，提供後續追蹤與輔導建議，若無請填N/A） |
| 1. 學校辦理優點： |
| 1. 給學校的建議： |
| 1. 給英資中心的建議： |
| 1. 給TFETP的建議： |

1. Co-teachers cannot be the observers. [↑](#footnote-ref-1)
2. 該英語科代表不可為協同中師。 [↑](#footnote-ref-2)