出國報告 （出國類別：考察）

教師專業發展活動型態與教師實際應用及教學效能之相關研究

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出國期間：95/9/19 – 96/1/19

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摘要

　　我國教師對於進修不夠熱衷，一向為人所詬病的缺點諸如：缺乏整體規劃與完整系統、提供研習內容偏理論，缺乏實用性。導致教師進修效果不彰。為提振老師們的進修意願，因此亟需借重國外經驗。

　　本次研究最主要內涵在蒐集：I. 教師研習的種類及最新的研習主題。II. 造成教師改變的因素。III. 良好的教師進修活動的特質。以期能從中歸納出成功的進修活動要素，並藉由訪談及參觀，了解其實際做法，作為規劃教師進修決策單位之參考。

　　在實地訪談三所學校、一個區域研習中心及參加兩次加州的研習之後，不得不敬佩美國在教育上的投資。美國的進修種類繁多，成功的進修研習不是一次見效，必須是持續、有系統、有規劃及評量的。不是光 tell，而要 show，要帶著老師實做。不但如此，還要能給教師現場的回饋。如果能有教材配合，而不必老師自行研發，更讓老師們集中心思於開發教學策略並實際應用於教學，如此最能提高老師們改變教學的意願。

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壹. 緒論

一. 研究背景與目的

　　卓越的教學品質是教育的核心，為決定學校教育成敗的指標。而提升教育品質，關鍵又在於教師擁有足夠的專業素養。各種研究一再顯示教師教學品質與學生學習成果的強烈關聯性，要提高學生程度，必須先確保每個學生都有一個專業老師的帶領。

　　教師已被公認是各種教育改革中直接影響學生學習成效的核心人物，易言之，改革的成敗，端看是否有足夠的專業教師。教師不斷進修、提升專業知能，並落實於教學中，才能有效確保教學品質。

　　國內教師專業發展狀況一向為專家、學者所詬病，諸如：缺乏整體規劃與完整系統、提供研習內容偏重理論、欠缺實用性、進修管道有待暢通‧‧‧等，以致於無法落實教師專業進修。 然而 21 世紀是個知識激增的時代，各種新觀念不斷推陳出新。瞬息萬變的時代潮流中，專業所需要的資訊種類與範疇遠超過往常的千萬倍，老師面臨前所未有的挑戰，宜乎迎頭趕上，才不致落人之後，尤其面對年齡差距日益加大的新一代，不斷進修乃刻不容緩的要務。為下一世紀重新打造一個更新、更具有挑戰的教師專業發展制度、建立進修系統，已是一無可避免的趨勢。

　　然而何謂教師專業發展活動？其型態有何？如何讓教師實際應用與教學及其與教學效能有何關聯？將都是本報告主要研究目的。期待找出能落實教師專業進修的方法，以提供決策單位參考。同時希望決策單位能了解哪些重要因素影響教師專業發展活動的效度，並計畫設計一些對教師有用的專業發展活動來提升教學品質，進而提高學生學習成就。

　　在此所謂的專業進修發展活動，不是傳統的，每星期一下午的學科開會，也不是某個特殊日子，聽聽專家演講，或者有些教師認為是大學後研究所的課程。而是有計畫的、有目的的、持續的、有系統的活動，專門設計來提昇教師專業知識技能及態度。是一個刻意設計帶來積極改變及進步的過程，有一個很清楚的目標及計畫；根據目標選擇專業進修教材及內容、發展程序，同時也準備了評量計畫，不是一套隨意、不相關、沒有清楚的方向計畫的活

動 (Guskey 2000, P17. Encycopedia of Education, P483) 。

　　本研究主要基於一種假設，教師實際運用所學與教學，可能受專業發展活動品質、參與時間長短、及不同專業發展活動型態影響。換言之，良好專業發展活動型態，可以導引教師應用於教學，進而提高教學效能。因此設計主要研究活動有：

1.　收集所有教師專業活動型態及重要研習議題。
2.　設計問卷徵詢老師，並收集整理分析，其主題為「是否時間長短影響教師實際運用於教學」。
3.　確認影響教師實際運用以及改變教學的重要因素 。
4.　歸納有效、有用、高品質的教師專業活動特質。

貳. 研究方法與架構

一、研究方法

1. 文獻分析：研讀美國有關「教師進修」、「教師改變」之博碩士論文、專書期刊，進行系統的彙整與探究。
2. 文件分析：以美國奧瑞岡當地有關法令規章之相關文件爲基礎，進行系統的分析與探討。
3. 實地觀察：依據研究目的、文獻探討等實地觀察教師進修狀況。
4. 訪談：訪談行政人員與教師，並與文獻資料互相檢證。
5. 問卷、分析、歸納：驗證文獻之內涵。

二、本報告的架構

　　緒論主在討論本研究之探討重點，接著呈現文獻內容：先列出教師專業進修的型態，再找出教師實際專業運用造成教師改變的重要因素及良好品質的專業進修活動之特質。然後根據文獻內容設計訪問表，收集訪問資料加以分析、最後呈現本研究的結果、並根據這些發現提供一些建言。

參. 文獻與文件探討

　　本研究最早的構想是整理出教師專業發展型態並找出哪一種類的進修最能影響教師運用於教學進而提升學生學習成就。但因很少有文獻探討這三者的關係，因此轉而將焦點放在整理教師專業發展型態和教師爲何會改變教學，以及有效的專業進修活動的特質，以期能從教師改變的原因中，推論何種教師專業活動可以導致教師運用所學於教學中。

一、專業進修種類

進修的種類繁多，大致可分爲傳統型的及改革型的：

（一）傳統型的有：
1. 區域性的研習(district workshop)
2. 州際性的研習(ODE workshop)
3. 國家級的會議(NSDC Conference)
4. 負責教師訓練(training)
5. 大學選修課程(course-taking)。

（二）改革型的有：

1. 個人研究(individual research)
2. 行動研究(action research)
3. 中小學與大學合作研究（collaborative research，包括大學教授與中小學老師一起在教學現場作研究。）
4. 專業進修學校（professional development school），專門為教師設立的進修學校，專做研究來改善教學法及學生成就，與一般師資培訓學校不同。裡面的成員包括教授與一般借調過來的有經驗的教師。他們在職前接受訓練，進而去觀察訓練並評估新近老師的教學。大學教授們大部分時間花在此學校與借調老師一起研究，共同策劃教學，並為學校解決教學問題，現今美國至少三十一州有這樣的學校，強調現場實習。
5. 另外還有觀察及評估型的專業進修型態如：輔導教師(mentor)、同儕互相觀摩(peer observation)、指導教練(coaching)、參觀其他學校(visiting other schools)。
6. 熱衷於改善型的專業進修型態：委員會(committees)、工作小組(task force)、教師聯盟(consortium)及區域中心(resource center)。
7. 還有參加學校組織的讀書會(study group)、參加教師的組織(participation in teacher network)、定期與其他學校合作(collaboration with other school)、線上進修(on-line learning)、遠距教學(distant learning)、自我進修活動(self directed learning)、證照(certification)等。(NCES 1999-2000 p.46, Anna Craft, 1996, p.5)

傳統型的教師專業進修品質廣受批判，無法提供老師們足夠的時間、活動、及需要的內容來促成老師們在教學做有意義的改變（Loucks－Horsley，Hewson，Love＆ Stiles，1998）。

較有效的專業進修為改革型的，像：study group（讀書會），mentoring（輔導），及 coaching（指導教練）。他們經常在老師們平常教學日發生，尤其是mentoring（輔導教師）及 coaching（指導教練）是在教室教學中發生，較能與教師的教學與學生的成就產生關聯，也較能持續下去。此外，這幾種型態不但能鼓勵教師集體參與，也較符合教師所需及改變教師教學。（Ball,1993;Darling-Hammond, 1995, 1996; Hargreaves ＆ Fullan, 1992; Little, 1993; Richardson, 1994; Sparks ＆ Locks-Horsley, 1989; Stiles, Loucks-Horsley, ＆ Hewson, 1996）。Darling-Hammond （1997）更進一步宣稱這些型態也較能感應教師們的需求及目標。

傳統型的發生地點常在研習地點或區域中心，而改革型的，則通常發生在學校教室裡或教學情境裡。傳統型的通常採用閱讀與演說方式，改革型的則通常用討論與實際的演式。傳統型的大多著重在理念性的宣導或新的研究發明的分享發表，較能令教師改變信念；改革型的則大多為檢討學校教學狀

況或成效，較能夠改變教師的實際教學。

　　不管是參加傳統型態或進修型、個人參加或集體參加，總是有老師一成不變，但也有老師不斷求新求變。一般理想的狀況下，下列進修活動應能帶給老師們參與進修的一些改變，可能是老師的信念、也可能是教學的改變。茲將專業活動型態，其研習場所，活動方式及所造成教師改變之相關性，列表如后:

Table 1. Sample Table.

專業進修 項目	型態		場所			活動方式			效果	
	傳統型	改革型	個人	學校	區域中心	閱讀演說	討論	演示	改變信念	改變教學
1.研習	✓		✓	✓	✓	✓	✓		✓	
2.會議	✓		✓	✓	✓	✓	✓		✓	
3.個人研究		✓	✓						✓	✓
4.合作研究		✓	✓	✓					✓	✓
5.進修學校		✓		✓		✓	✓	✓	✓	✓
6.輔導老師		✓		✓			✓	✓	✓	✓
7.同儕觀摩		✓		✓			✓	✓	✓	✓
8.指導教練		✓		✓			✓	✓	✓	✓
9.參訪他校		✓		✓				✓	✓	✓
10.委員會		✓		✓	✓		✓		✓	
11.工作小組		✓		✓	✓		✓		✓	
12.區域中心		✓		✓					✓	✓
13.讀書會		✓	✓	✓	✓	✓	✓	✓	✓	✓
14.教師組織		✓		✓			✓		✓	
15.校際合作		✓	✓	✓	✓		✓	✓	✓	✓
16.線上進修		✓	✓	✓	✓		✓		✓	✓
17.遠距教學		✓	✓	✓		✓	✓		✓	
18.自我進修		✓	✓			✓	✓		✓	✓
19. 證照		✓					✓		✓	✓

　　然而 NCSALL（National Center for the Study of Adult Learning & Literary, Nov 2003）－美國教育部贊助的一項研究計畫中指出，教師專業發展活動型態與教師實際運用與教學並無直接關係，且非影響教師改變之最重要因素，專業活動本身的品質比型態更為重要。因為多數教師參加進修活動都是選擇離家近且方便的專業進修型態。現在的進修活動都已延長其研習次數，也就是 multisession(多次)的研討會。

二、有效的專業進修活動

　　有良好品質的專業進修活動可以導致教師改變態度及信念，進而改變教學。然而何謂有效的專業進修？

Abdal-Haqq(1995 P1)認為有效的教師進修特質必須是：

1. 持續的。
2. 要包括訓練以及讓老師練習的機會，還要給老師回饋。同時要有機會讓個人反省，以及團隊問答或指導，或有後續的程序。
3. 基於學校的需要，同時要融入教學活動中。
4. 是合作的，提供老師們機會與同儕互動。
5. 著重在學生的學習，同時一部分評量它的有效性。
6. 鼓勵支持老師自發性或學校需求的活動。
7. 根源於教學的所有知識。
8. 將建構主義者所使用的方法導入教學。
9. 將老師當成專家及成人學習者。
10. 提供足夠的時間及後續的支援
11. 容易取得進修機會，且人人皆可參與。

　　Ball(1996 P.501-502)認為有效的專業進修活動要有持續的活動、長期的支援和教室的指導者，並持續的與學校同仁互動。

　　NCSALL Report (P45, P113-4)、 Garet et al (P.915-945)、 NCES (P.46)也認為有效的專業進修活動必須：

1. 將老師當成專家及成人學習者。
2. 提供足夠的時間及後續的支援。
3. 管道暢通且開放。

　　在收集文獻中，一項美國州政府最大型的 3 年研究(American Institute Research, Eisenhower Professional Development Program, October 2000)中發現有效的專業進修活動有六個主要因素。三個是活動的架構及特質：

1. 該專業進修活動的組織型態－改革型的如 study group, teacher net work 要比傳統型如 conference and workshop 來得有效。
2. 進修活動本身的長度－包括進修的總時數以及時間的延展性，如每星期一次，持續一年、或每星期三次，進修三個月。前者似乎比後者來得有效。
3. 專業進修活動若有從同一學校，同一部門，同一年級，老師集體出席參加，效果最佳。

另三個是進修活動本身的主要特質：

1. 進修活動若能讓老師產生主動學習的機會，越能將所學運用與教學。
2. 進修活動若能專注於學科內容如數學、科學、語文或特別的教學策略，技

巧如使用沒有明顯答案的問題讓學生解答思考，越能使老師們將所學運用於教學。

3. 進修活動若能與課程綱領、評量、其他的改革，或教師活動一致，則越有效。

　　Guskey, T, （2000, P32-38）更進一步指出過去遲遲未能找出較有效的專業進修活動，原因在其標準不確定。有些研究者專注於評量參與者的反應，有些則專注於參與者是否在教學上有所改變，很少人真正探討對學生學習的影響為何。一個品質很好的創新點子很可能因為不佳的呈現，或教學環境的不支持，而未能產生預期的效果－也就是未能提升學生的成就。因此 Guskey, T （2000，P35）認為應從學生成就倒回去看何種專業進修能提升學生成就，何者就是最有效的專業進修。從這樣的模式，Guskey 發現有效的專業進修活動原則上應該是：

1. 有一個有清楚的焦點擺在學習者或學習上。儘管有不同的形式，但有效的專業進修應強調學習的最高品質。

2. 有效的專業進修活動應不僅強調教師個人的改變，同時亦應強調這個組織及文化的改變。教師應該有機會參與學校行政對教學的任何決定。

3. 有效的專業進修活動是持續的，並且交織在教師的發展課程，評量課程，教學活動，甚至學生的成就裡。他是一個組織裡每一個人都必須不斷努力改進的過程。Paul V. Bredeson (2003)亦有雷同的主張。

　　最後，在美國教育界最具有相當分量的一位教育學者 Virginia Richardson(2003, p.401-406)總結所有相關研究，她認為成功的、有效的專業進修應包括下列特點：

1. 必須全校性的(大家都動起來)。

2. 後續的活動，不是只做一次，而是長期性投入的研習。

3. 必須是鼓勵全體同仁參與的。

4. 強化所有教師的共同目標及願景。

5. 要有支持及支援的行政人員。

6. 要有足夠的經費購買適用教材，聘請校外專家及代課老師，以便給進修老師們公假。

7. 必須讓老師們都能具備有「專業進修是有益且是必須的」觀念。

8. 有聆聽與會進修教師們意見的特質。

9. 善用所有校外的資源。改善校園文化的進修活動，並將教育的研究結果放進教學的認知管理及執行的模式中。

Rasumussen et al(2004 p16-25)也提供成功的專業進修計畫的六個步驟：

1. 蒐集並分析資料。

2. 設定學生的學習目標，並將所有改善學校的努力放在學生的學習目標上。

3. 找出能達到學習目標的教學策略。
4. 找出全體教師需要知道及必須要做的事以便執行新的策略。
5. 徵詢老師的想法，讓老師們自發性參與決策 – 從何進修起及進修內容。
6. 創造一個專業進修活動的評量計畫。

所有的文獻都一再要求教師專業活動一定要是持續的、有計畫的、有系統的。因為持續的、有系統的活動較可能產生內在的對話，准許老師們在教室實驗教學後，帶回一些教學的回饋，再進一步討論，對話檢討。

不但是要持續的、有計畫、有系統的，而且要設計能讓同一學校，同一年級老師們集體參加，如此在同一工作場所的老師們能有機會討論觀念、實驗技能。實驗技能更能提高同事間分享的文化，進而改善教學。（Garet, M.S, Poter, A.C, Desimone, L, Birman, B.F & Yoon, K.S. 2001）他們同時發現專業進修本身若著重在學科內容，及讓老師實際練習，並且能融入學校教學活動，較能使教師產生改變，實際運用於教學當中。至於進修活動本身長變以同一主題,多次分散研習為佳,而活動的品質必經有系統的評量,它對學生學習所造成的影響。

紐約 Local District 2 的做法也相當特別。該區負責的總校長把所有無效率的校長、老師換了職位，同時教師進修活動多數都在老師們的教室裡實施。他認為教學會改變，必須是在教師繼續不斷接受或多或少的監督、指導及支援之下而成熟。而且這分督導及支援必須專注於如何有效教學上。他開拓了 Professional Development Laboratory，這是一個觀摩學習的教師參訪另一指定教師的教室的系統，老師們都可以申請當一個參訪老師。這位總校長的另一投資是在學校設置專業進修的諮詢家，他們可以與單一或一群老師合作，這些專家可以是校外或由其他國家延聘而來，專門協助老師們不斷的解決教學現場上所犯的毛病或問題。同儕的教師網及老師們互相參訪其他學校及教室，都已成為進修的項目之一。連校長們的會議都安排討論教學，而非討論行政議題(ODCD, 1998. P.169-170)。

波士頓的 The Center for Leadership Development (指導中心)也很特殊。源於 1994 年由波士頓教師工會及學校委員會共創，旨在提供老師、行政人員及家長們研習。現已成為教師訓練中心及所有波士頓公立學校老師們的教師進修中心，負責創新有系統的進修活動。指導中心的主要任務在改善學生的成就，為所有老師創造學習的機會，擴充教與學的內涵，常與學校行政人員、K-12 的老師們合作，甚至大學或社區若需要亦可提供服務。服務項目包括：
1. 負責老師的訓練。
2. 主要訓練內容為發展課程、實際教學的演練及各種教學法的培訓。
3. 協調教育系統提供的不同進修研習，甚至提供其他想要成立進修活動機構一些技術上的協助。

4. 像一個仲介商一樣，協調、提供進修活動的單位，主要目的在有系統的豐富學校進修研習活動。
5. 定期的評量這些進修活動 (ODCD, 1998. P.171)。
   美國教師網非常多，主在討論教學，也提供老師們很好的進修機會 (ODCD, 1998. P.181)。這些做法都值得有關單位的參考。

三、改變教師的策略

Bennis Etal(1969)認為一般促使老師改變的策略有三種：

1. 教師會在上級正式的要求或規定強制在他們身上時改變。依這種方式，真正的改變是經由賞罰制度及法令、法規造成的。Bennis 認為此種方式的缺點在上級使用權威及勢力，常導致老師們的反彈或詆毀，以致衝突或敵視不斷。
2. 第二種方式，老師們會在新的技巧及其好處被有效的溝通或展示後而改變。Bennis 認為這種方式的缺點在於並不是人人皆為理性的，人與人之皆有競爭存在，因而導致個人利益的衝突。
3. 第三種方式，個人會在多數人調整他們的行為的壓力下而做改變。多數人會因加入討論及訓練進而改變敵對態度，認同及探索新的方法。但這種方式，多數的模範不易被改變，而且一機構中的小團體不易生存，沒有支援及獎勵，即使是忠貞的一群也很難存活。

Joyce and Showers(1980)認為要創造成功的改變，必須在教師們從事改變時提供支援。持續的訓練及教師專業進修活動，會幫助教師們吸取新知,發展新的態度及技能。但這些進修活動必須讓老師們可以實際練習，有回饋的機會，以及有人親自指導的經驗傳承。同時教師個人的發展必須與學校的發展緊密結合(教學評鑑可以達到這個目的)整個學校成為一個學習型的組織，營造成一個校園文化。

Fallan and Park(1981), Miles(1986)認為一個有效的專業進修若要產生教師改變其教學，必須要針對老師們的實際需求，同時必須要有高品質的教材及訓練作為後盾，且要與當地環境配合。

Hall and Oldroyd(1991)也提出無法造成教師改變的因素：

1. 缺乏來源、設備及時間。
2. 當老師們的理念或態度與要改變的對象背道而馳時。
3. 教師的領導者反對改變，或沒有老師支持。
4. 在士氣很低的地方。
5. 想要改變的人不受大家尊重。
6. 領導者如校長的態度強悍而沒有彈性。
7. 沒有外界的支援或沒有實際的訓練。
8. 無法運用於教學現況。

9. 無法適應於地方的需要。
10. 沒有建立大家改變的共識。
11. 無法提供集體的歸屬感。
12. 沒有讓老師們看到改變的益處。
13. 無法很清楚地讓老師們理解。
14. 異於老師們的專業訓練。

　　　Goddark and Leask(1992)建議各個機構必須分析哪些是必要的改變，哪些是可以隨意的，同時混合 Bennis 的三種策略，這樣才能產生有效的改變。

　　　影響教師改變的原因一向相當複雜，過去大家的想法都與 Lewin （1935）相同，認為教師改變的 model 為：
専業進修→教師改變態度及信念→實際運用於教室→學生學習產生改變
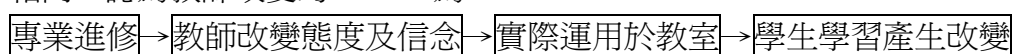
　　　但最近根據 Guskey（2000, P139）指出，教師改變的模式應為影響教師重大改變主要在教師實施改變教學後發現學生學習有明顯進步後。即
専業進修→實際應用於教室→學生學習產生改變→教師改變態度及信念
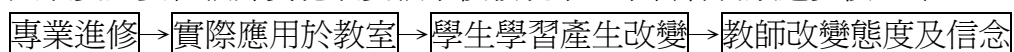
　　　這樣的模式對專業進修活動的安排與設計，將產生重大的影響。專業進修必須讓老師易於運用於教學，同時有效的改變學生學習，才能說服老師改變態度及信念，繼續使用此方法於教學中，否則進修無法產生任何功效。因此，我們可以知道專業進修活動本身品質的重要性。
　　　（Bolster，1983，P298）也支持此一論點，他認為教師只有在進修的內容、方法對學生有效的時候，才會去相信那新方法及教學原則是有用的，才願意改變其教學。

　　　另外 John Harland & Kay Kinder (1997)研究五種不同的進修訓練方式，對老師教學會造成不同的影響，其結果如列表：

影響層次 訓練方式	對新的技能普遍的注意	組織內在的概念與理論	學習到新的技能	實際應用於教學上
呈現描述新的技能(演說)	∨	∨	∨	
示範新的技能(現場演示或錄影帶示範)		∨	∨	∨
模擬情境演練			∨	∨
在模擬情境或真正教學時給予回饋			∨	∨
教學時的指導與協助				∨

但是他們兩人同時發現，爲了要讓老師們能將所學應用於課堂上，每一種訓練的方式都需要。Anna Craft(1996)亦有類似的想法。她認爲如果只是報告原理原則，只能讓老師注意到這個新的理論；而示範實際練習則可以引起老師的注意及其知識的改變。如果可以在教學現場給予實際回饋或協助指導，則不但可以引起老師的注意及其知識的改變，還能增強其技能並可以實際運用於教學上。所以她認爲如果要讓老師將有效的專業進修活動運用於教學，必須結合理論、示範、練習、回饋及現場指導。這一點也與受訪老師們的說法一致

肆. 研究結果與心得

　　經由以上的文獻探討，個人設計問卷（如附件一），實地走訪奧瑞岡大學附近三間學校及研習中心，以期能驗證文獻上所說，同時觀摩教師是否真的將專業進修所學應用於教學。訪談 16 位教師，5 位行政人員，他們參與專業進修都遠遠超過州政府的要求。茲將奧瑞岡州、加州地區與一般性進修現況敘述於後。

（一）奧瑞岡州

　　奧瑞岡州政府要求教師若要換發他們的 standard license 或 continue license，必須完成 125 PDU 的進修及每五年必須修滿 125 PDU 即 125 小時(如附件二)。但受訪的老師每年大約修 50-60 個小時的專業進修，遠超過州政府的要求標準，可見老師們多重視自己的專業。

　　除了州政府規定的進修時數外，學校要求教師填寫個人進修計畫表（如附件三），學校可藉此評定老師等級。
計畫表內容可包括：
1. 回到大學選課，一學分等於 30 個 PDU。
2. 參加研習會或研討會。
3. 寫相關進修主題的報告或出書。
4. 參加訓練課程。參加學校會議研討學校發展。
5. 做行動研究。
6. 到相關社會機構去見習。這些都可以當作進修時數及 PDU 來算。

此外，奧瑞岡州多數學校也已實施教師評鑑制（如附件四），其中明文規定，初任教職一至三年的老師們，必須接受行政人員的教學觀察，並且必須與指導老師合作，還需參觀其他老師的教學。任教三到六年的老師，也必須接受行政人員的教學觀察，同時還需提出進修計畫表及接受其他同儕的觀察。任教六年以上的老師，必須具備教學檔案、專業進修計畫表及與其他老師互相觀摩之紀錄表。資深教師(Master Teacher)則必須要取得國家教師證，負責指導及支援其他老師。這樣的評鑑制度，在無形中給了老師很多壓力，因此使得老師們不得不參與進修。也在無形中受惠不少。

受訪的老師及行政人員都認為最有效且能直接影響教師運用與教學的專業進修，必須是持續的有系統的，要能馬上帶回教室運用，不需要教師花時間另外設計，且對提升學生成就有效的研習。必須要有人做實際教學示範「如何進行正確的教學」給老師們看，只有 tell 沒有 show 的研習，通常不能產生影響。老師們的回答與文獻多處吻合，像 Ashland 高中每位老師們都採用 document writing，即是直接將研習會所拿到的資料，應用於教學中。老師們也同意 Paul V. Bredeson(2003 p.55)的看法，亦即：最能吸引教師們參加的進修活動是與學生學習成果有關的進修活動。

由訪談及參加一些研習會，我發現美國教師專業型態五花八門。傳統型的研習會不再只一針見效，而是持續的、有系統的、有規劃的進修活動，深深吸引教師參與。每州最主要由三部門負責。首先是 district service，在 Oregon 裡的 Lane ESD(教師研習中心)，每年提供上百個進修活動。裡面設計有一個團隊，由各系甄選出有經驗的名師及校長，就駐守在 Lane ESD 研習中心裡面，上班研究。分設有電腦科技運用與教學專家、自然科學專家、特殊教育專家、數學專家、及學校整體改善等協助設置各科教師專業進修活動。他們事先徵詢教師們的需求主題，再與大學教授合作。將研習訊息貼在網站上，讓老師們報名參加研習。除了負責示範該研習之外，也到各個學校去協助老師或團隊訓練學生或協助執行某種新技能。每學期至少一次。每一個區域大約服務十五到十六所學校，而 Oregon 就有二十二個區域，其主要任務在提供老師們所需要的進修活動，並協助老師執行新的教學新知與技巧。同時多數老師們也認為花越多時間在研習同一主題整會所有研習，就越能使老師們實際應用於教學。

區域服務中心上有 ODE 即奧瑞岡州教育部，每年也約設置上百個進修機會給老師們參加。但 ODE 的著重點在整個學校文化的改進以及政府政策的宣導或新知的分享。

ODE 上有 NSDC，即國家級的機構(如教育部)，每年舉辦一次國家級的會議，場面非常浩大，參與者可以是全國的教師、教授、研究者、作家。一次會議進行 5-7 天，每天排滿教授或研究者發表他們的新發現，或新趨勢，或對

某一理論的看法，約有 50-60 個不同主題的演講，讓老師們自由點選參加場次。其主要任務在分享新知與技巧而不在執行。（以上三種不同的研習，都已不再是傳統型態，而有相當成熟的規模及系統，零星、不相干的單一研習已不復見。見附註網址。）

奧瑞岡州除了各個學校校內的進修及被派參加校外出版社舉辦的進修外，另開闢一日為全州老師們的進修日。當天學生放假，老師們必須點選研習中心所提供的上百個研習項目中的研習做一整日的進修。

筆者參觀了奧瑞岡三所學校，發現高中語文老師們都在課堂中使用 Document-based Question (DBQ)呈現歷史文件，讓學生們根據文件，寫出文件主旨及自己的想法，並排列順序。他們使用 DBQ 培養學生思考及寫作能力。老師們均說可以有效又方便的訓練學生邏輯思考能力，及表達自己的想法，提升學生的語言能力又不必花時間自己設計。自從研習得到此資料後，就一直延用於課堂上。此點也證明，有效的進修活動若能再配合研發使用的教材，可以加快教師們的教學改變，很快的提升教學效能。

另外筆者也發現，奧瑞岡教育部除了舉辦進修活動、分享新知外，他們也提供一些研究心得。如英語科學生的認知階段，怎樣將學生分級等資料，提供 ESL 老師們人手一冊，老師們可以不費炊灰之力測試學生程度，實施因材施教適性教學。除了州政府提供的協助，大學教授們的研究也跟當地教學結合，奧瑞岡大學就是一所服務性質的大學。筆者參加了教授為當地老師們研究了一套評估學生 Data 的程式的活動，只要輸入學生的資料，可以清楚的看出學生的弱勢及優勢。每個老師都可上網下載其程式，網址為：www.easycbm.com。教授也分區到各校說明如何使用該程式及解讀圖表，真令人感佩他們對教育的用心。

（二）加州地區

本人到加州參加會議，詢問與會的老師們，加州也有雷同的制度。這樣的制度不難看出在美國教師專業進修活動已相當制度化及系統化。老師們每年有相當多的機會可以參加進修活動。

至於經費問題，均由學校全額補助。加州的學校通常會派有參加 coaching(訓練)或 mentor 的老師參加，回來可以訓練更多老師。多數學校為講求研習效果，也都會派 2-3 個老師參加，期待產生對話，更能落實研習與教學。為了鼓勵教師進修，美國加州政府更進一步以進修的多寡來決定老師的薪資高低，進修越多，支領的薪資越多，此薪資制度值得國內參考。因為政府不必強迫，除了成長之外，實質上的利之所驅，老師們自然主動而積極地參與進修。其教師薪資結構如下：

薪\進修\資\年資	學士	學士 + 15 PDU	學士 + 30 PDU	學士 + 50 PDU	學士 + 碩士	學士+碩士+ 15 PDU
1	30,000	32,500	35,000	38,000	40,000	42,000
2	31,000	33,500	36,000	39,000	41,000	43,000
3	32,000	34,500	37,000	40,000	42,000	44,000
4	33,000	35,500	38,000	41,000	43,000	45,000
5	34,000	36,500	39,000	43,000	44,000	46,000

註：PUD 為進修單位，一個 PUD 約為一小時。

（三）其他各州一般性現況

除了學校性的、區域性、州際性、及國家性的研習外，美國坊間有很多知名的出版社或研習中心，如 SDE、GBO、ERIC 等，他們也定期在各州舉辦研習供老師們參加。這些私人機構重金禮聘有經驗的名師，專門負責州政府賦予他們的研發教材、教學法、學生評量及出版有自己特色的教科書的工作。他們針對老師們需求的主題從事教學研究，到各州示範給老師們看，同時配合個別化教學的研習，將教科書分級化，讓老師們易於做個別化教學，真是有遠見的作為。多數老師們除了參加區域性、州際性及全國性的會議外，也選擇參加學校成立的讀書會及這些私人機構的進修活動，一切花費都可由學校支出補助。這些私人機構同時也提供網路教學，老師們可以在學校就地上網學習，不必到研習場所。

最近最熱門的研習主題有：個別化教學、學生怎麼用腦學習及如何教學、怎樣提高學生的語文能力、如何將科技融入教學、如何進行教室管理、怎樣問問題讓學生思考，這些研習亦可讓家長報名參加，期待家長可以強化孩子在學校的學習。本人實地參與個別化教學，及怎樣問問題讓學生思考。這兩個研習會令我受益良多。與會老師們也告知，今年研習會最重要的主題是怎樣提高學生的語文能力。因為研究發現學生學科不好、數學不好，其實跟語文能力不好有相當大的關係。只要能提升學生語文能力，即可提高對其他學科的學習能力。也因此學校的研習中，常安排各科老師們研習如何增強學生寫作能力。自然科及數學科必須加考問答題讓學生用文字陳述解題過程，各科老師必須研習如何統一給予分數。同時幾乎每所學校都規定學生課外閱讀，可見培養閱讀能力的重要性。

另一件值得一提的是美國的國家教師證，它也是促進老師們進修的大功臣。得到國家教師證的老師們，為了為人表率，必須有教學檔案，顯示出他們的學科知識、對學生的了解，使用他們認為最好的教學策略。還要呈現對學

生的個案研究，同時要有自己錄製教學現場的錄影帶、教學筆記、進修活動紀錄，還要提出證明，來證明他們身爲一個老師所具備的能力，分析自己的教學，與同儕合作及展示自己有教導不同文化族群學生能力。

參加甄選的老師必須有學士學位及至少三年的教學經驗，在所有資料通過審核後，第二階段則必須考申論題來補教學檔案等書面資料的不足，選拔過程約需一年。參加國家教師證的老師們都認爲，這樣的過程是他們參與過最密集也最有反省力的進修活動，是他們最能深入檢視自己教學與學生學習成效的進修活動。

國家認證分爲兩類，一類以學科爲主，另一類則以學生發展層次爲主，如 English Language Art/ Early Adolescences(age 11-15)等，一旦獲頒國家教師證，其有效期限爲十年，得到此證的老師同時也一直被期許爲是教改中具領導地位的老師。美國國家教師認證的機構認爲，這樣的認證不但給了老師們最好的進修，同時也促成老師們共同攜手合作、分享教學經驗，強化同仁間的關係。他們計畫在每一所學校都至少有一個獲得認證的老師。

另外值得一提的趨勢是許多社區的、州政府的研習補助都不再只是固定場所研習，很多都分散到學校本身。筆者第二次加州的研習，就是一所學校校長帶領全體相關老師們，邀請專家親自到校指導問問題的技巧及實地教學觀摩，這樣的實地教學、集體研習對老師們較能產生影響。

伍. 結論與建議

國內研習機會不少，但比起美國，我們缺乏系統，沒有完整規劃，零星雜亂，又不能持續。因此老師們雖一時受到感動啓發，但很快消失應用所學的熱忱，多種因素使得他們無法將專業進修運用於教室裡的教學裏。以下提供個人的淺見供政府決策單位、進修研習部門、及進修研習老師們參考。期待會有助於改善教師參與專業進修意願。

一、　　給政府的建議：
（一）須配合的設置方面：

1. 教育系增設專業進修處室，著重於真正的實際的教室教學演練與指導，供在職老師參與研習進修。
2. 落實教師評鑑，如附件(四)，將教師編寫進修計畫納入評鑑項目之一，可大大提升教師進修的意願。
3. 針對如何培養學生四大能力，開設新的研習內涵。歐美教育認為成功的教育在培養孩子：(a)求取知識的能力(b)知識習得後執行的能力(c)與人溝通相處的能力(d)自我實現的能力。加強學生技能的習得而非課本知識重複的背誦。多數學校及老師仍停留在為考試而教學、留置學生，使家庭功能喪失、學生學習興趣消失殆盡，對此種學校及老師應予以糾正。
4. 設置師資培訓的教學大學與研究大學兩種，如 University of Oregon 是一個研究大學，教授們教學時間只有 4 小時，其他時間都與中小學老師合作從事研究，解決老師們教學現場的困難。
5. 提倡行動研究，但不是由老師們自己單打獨鬥，應由大學教授指導，免除自我摸索浪費時間而得不到真正的結果。同時將其納為進修時數。
6. 鼓勵支援民間出版社，配合教育改革趨勢出有品質的教材，並延聘經驗名師從事教學研究及示範。
7. 許多行業都提供認證的考試來證明其技能比別人高超，如醫師、會計師、建築師等，這些認證換證普遍需要額外的一些進修及練習，唯獨老師沒有這樣的制度，所以可以參考上列行業進行認證及換證的程序。
8. 奧瑞岡新進老師前 3 年每學期必須讓校長教室觀察 3 次，區域性代表觀察 3 次，同儕觀察 2-3 次。還有被大學指導教授觀察每個月 2 次，觀察者提供改善意見。台灣亦可參考之。
9. 參考美國政府的國家教師證，設置國家認證制度。美國具有國家教師證的老師們都說，為了拿到國家教師證而使他們的教育內涵加深了，使他們更能引導學生學習、更新教學方法。
10. 由文獻可知，政府的介入必須是間接式，強迫性質的效果並不好。若想鼓勵老師進修，可參考加州模式--將進修時數加入薪資考核中。
11. 提倡教師研讀所有與教學研究相關的論文，這可以導正教師觀念。

（二）需改善的項目：
1. 將部分大學改成服務性質的學校，讓教授們能服務中小學老師，協助解決教學現場問題，甚至提供線上服務，讓老師們在教學發生問題時，可以得到即時的協助。奧瑞岡大學就是這樣的一所大學。
2. 改善教師的工作狀況，包括讓老師們有參與決策的管道。教師在進修前後是否有些福利如給予公假進修、政府付給老師們備課時間、參加進修決策、或給予進修者加薪，都是影響教師改變教學的重要因素。
3. 廢除國中升高中基本學測考試，才能真正教技能而非不斷複誦同一內

容，也才能提高老師進修意願。現今多數老師們仍留學生在校考試，不願意離開學校參加進修，其主要原因在家長要求需要有好成績，因此多數老師怕被指控為怠慢、不負責任，都不願捨棄學生參加進修。

4. 合理的工作量、工作時數及班級人數也是促使教師進修的另一重要因素。不要一再發生「又要馬兒好，又要馬兒不吃草」的矛盾現象。沉重的課務及升學掛帥的壓力下，很難讓老師們卸下手邊工作參與進修的。美國老師們教學能如此精采及主動進修，其真正原因在他們不必像台灣國中老師這樣當保姆，往往集輔導、訓導、教學、總務之重責大任於一身，而分散了精進教學的重點。如果要資深老師負責訓練新秀，必須給予減課而不是外加工作。如果要老師們備課備的好，必須給予真正的寒暑假時間，不是利用它為學生的升學打拼。目前各校均採用一、二天的進修，老師必須自己補課，三天以上的進修才能由學校排代課。由於調課困難，大大降低老師們參與進修的意願，望決策當局能主導，予以改善。

5. 實施全校一起研習成為一個學習的組織體，校長必須是進修的領導者，主動提倡進修。消弭家長認為進修是把學生丟下的怠惰表現、不負責任的行為這種錯誤觀念。

6. 將教學與輔導分開處理。教師專職教學，輔導學生的工作交由輔導及訓導處管理。否則老師一再處理學生問題，會大大減低教學效能，也可避免老師在課堂上與學生正面衝突。

7. 加強學生語文能力的習得，因為第一語言的能力會影響到其他學科的學習。美國這幾年加重第一語言能力的習得，是有機可循的。

（三）需支援的項目：

1. 提供更多資源協助教師們做更多教學改變。即使參與高品質的進修，沒有週邊或後續的支援，等於白費。例如：學校應提供教師教學改變時所需的教材及設備。

2. 加強大學教授與中小學老師的共同研究計畫，並將研究成果其解決方法推廣到各校。

3. 支援教師們從事教學的研究，尤其是改善有關「教學內涵及如何教學」的研究，因為教師們無法單打獨鬥，需給予減課或教授的協助。

4. 加強學生語文能力習得，因為第一語言的能力會影響到其他學科的學習。美國這幾年加重第一語文能力的習得，是有跡可循的。

5. 高品質的教育，光提供良好的師資是不夠的，仍必須有完善的課程規劃、學習的教材、科技能力、、合理的班級人數、及安全乾淨的設備來支援學生的學習。

二、　　給進修研習部門的建議：

（一）須配合的設置方面：

1. 一定要有系統的評量進修活動的品質，不要只是要老師們填寫一些進修的問卷，要用其他的評量技巧。如：。觀察錄影、品質好壞的調查，以及進修後的教學現場研究，探討進修活動是否對學生的學習或成就產生幫助。
2. 成立網路教學，讓老師們可以在學校,即可在網路上得到研習。美國私人的研習都提供這樣的服務,全體教師可在自己的學校利用網路研習。
3. 對所實施的新技能與教學，必須加以研究其教室改變過程。
4. 提供有理論研究基礎的創新教學法，而不只是個人的、沒有經過研究理論基礎的創新。
5. 設置專職的輔導團員坐鎮在教師研習中心一邊研究專業進修主題、蒐集研習資料外，每學期至少到各校去協助一到二次，解決老師們教學現場的問題，或實施每學期至少一到二次教學示範。目前國內輔導團並不能發揮真正功能，蜻蜓點水的方式對老師幫助不大。參考奧瑞岡州 Lane ESD 的做法很有必要。
6. 實施各科個別化教學的研習，個別化教學兼顧各種層次的學生，是最理想的教學方式。研究腦的學習與教學、提供老師們更精進的教學方式。
7. 成立教師研究小組，研發教學現場所需之設備或教材供教師使用。有效的進修活動若能再配合研發使用的教材，可以加快教師們的教學改變，很快的提升教學效能。
8. 設置問卷，徵詢教師們需要的研習議題。

（二）需改善的項目：
1. 參加研習人員每規定至少兩人以上，期能產生對話事後能用 peer study group（同儕進修讀書會）再持續研討有關新的技能，或全校同一領域一起參加。
2. 運用社會資源實施校園知識外的專業進修技能與知識，如動物園、海洋館、科博館、故宮博物院、或地方專業人士，製作與學生生活息息相關的教材供教學現場使用。計畫老師們的專業進修時，望能善用地方專業人士或機構的優勢。

（三）需支援的項目：
1. 確保所有專業進修都是高品質。
2. 提供不同種類的進修型態給老師們參加，workshop 或 conference 必須有 follow-up activities（後續活動）改成 multisession workshop （分段、分次研習）。
3. 在每一個進修結尾加上一個活動，讓老師們討論如何處理哪些阻礙他們採取行動應用所學於教室的因素，並再次舉辦進修討論解決方法及實行解決方法後的成效如何。

4. 不要只是 tell，要 show 給老師看，進修時可多利用錄影帶或教學現場示範。

5. 把各個獨立的研習活動串聯起來做有系統的規劃，台灣的研習分散各地，只應各校需要在各校舉行，並無系統性規劃，浪費太多資源，效果又不彰顯。

6. 研習無法一次就見效，必須有後續的持續的作業。美國常常一個主題研習上一年二年，每個月都進行。像美國老師們所學的個別化教學，已實施兩年多了，但仍繼續進修當中。同時學校行政會支援執行新技能的工作。

7. 舉辦家長的研習。家長觀念老舊常導致教育改革停滯不前。開放家長加入研習，有助於其觀念的改善。目前仍有不少學校留置學生，一考再考，其實很多都是家長的要求，校長、老師被迫不得不將對學生的關注焦點集中於成績上。

8. 不但要評量專業進修活動的品質，更應該評量教師實際應用新知及技巧於教學的狀況，進而評估執行新知與技巧於教室後，對學生學習成就的影響為何。畢竟，專業進修的最終目標在提升學生的學習成就。

9. 由於執行新知技巧通常是一漸進式的、持續的過程，要評量教師是否將所學應用於教室內，必須在不同時間點，蒐集所有的資料。

三、 給進修老師們的建議：

（一）進修觀念方面：

1. 老師們必須思考自己怎樣學習最能學到東西，並要求研習單位提供配合的進修活動。

2. 努力研究能提高學生學習成就的方法與技巧。

3. 寫出自己進修的計畫大綱，把進修當成一輩子該做的功課。

4. 結合校內、外進修及教室內的演練，多提問並與同仁一起找答案。應把專業進修擴充到任何可以改善教學活動的教育性活動裡。除了在職場上、校外的進修活動外，教學本身的反省、學生的作業成果等，都可以是進修的好機會。

5. 我們的學生面對的是前所未有的挑戰，他們必須解決比我們更多、更龐大的問題，沒有解決問題的能力、超人的創意、以及與他人合作的能力，無法處理解決如此龐大的問題。所以培養思考能力應是擺在最前題、最重要的教學目標。

6. 重視進修的重要性如同醫學新知及常識，教育方面的新知及技巧不斷推陳出新、成長。一個教育家無法不斷的吸取這些新知技巧，就像一個一成不變、用十年前所學來醫治病人的醫生一樣，叫社會大眾如何安心讓這樣的老師來教導國家未來的主人翁呢？

（二）建議研習的課題

1. 著手研究學生的學習及成果，看看學生哪些地方學得好，哪些地方沒學好，老師的教學需要怎樣調整或加強，找出自己需要改善或加強的部分，然後向進修單位建言，這樣才能研習自己最需要改進的部分，才能提升學生的成就。
2. 加強問問題的能力，多問一些開放性、高層次的思考問題讓學生思考。
3. 多教一些釣魚的方法，如：如何寫摘要、如何做筆記、如何預測分析、綜合歸納運用、及利用網路蒐集更多知識。21 世紀是知識爆炸時代，不要一直在教科書上打轉，反覆背誦，要教學生方法去求得更多的知識。在這樣快速變遷的時代，訊息千百萬種，想把所有知識灌輸給孩子，是不可能的事。重要的是培養學生主動求取知識的動機，以及培養學生高層次的思考技能，而應用這樣複雜的資訊來解決問題。
4. 進修個別化教學，從問不同層次的問題或給學生不同層次的作業開始，慢慢再推廣到實施分組分站學習。現在教學只顧及中間層次學生，對高層次、低層次學生是相當不公平的教學。

（三）改善教學技能：
1. 與同事合作來改善工作狀況，如爭取備課時間、爭取進修研習的決定權。爭取將輔導與教學分開，避免輔導干擾教學，多數教師過度忙於輔導而無心提升教學品質。
2. 如果真正想要改善自己的教學，最有效的做法必須從研讀你的教材開始。仔細的研究教材、做好教學計劃及準備，才能改進自己的教學。
3. 攝錄自己的教學，請同事共同討論、指正及提供建言。

愛因斯坦曾說：「我並沒有比別人聰明，我只是停留在一個問題上比別人久一點。」我相信教育單位及相關人員只要集思廣益在這個問題上多加思考，一定能想出有效的專業進修制度。

為改善教師的知識及教學，專業進修活動扮演了一個相當重要的角色。但是即使是一群最渴望的老師，參與了設計最完善的高品質專業進修活動，也無法保證達成所預期的目標，必須是各階層的配合，環環相扣，才有辦法達到進修的目的。

現今的社會，前所未有的對學校及老師的期許更甚於以往，期望老師能給予高品質的教學，能提供更寬廣的通道，以應付各式各樣學生的不同需求。在這樣快速變遷的時代，這樣的需求也日新月異，老師們要永遠保持得心應手，教學愉快，必須不斷且持續的參與專業進修活動。老師們必須變成一個教學的反省者，整個學校更必須是一學習的機構。

教書已不再是一個保守的行業，而是一直與時代脈動共進的工作。想在

這樣改變中的行業生存，就必須不斷地自動學習、與人合作，因為太多新觀念、新工具紛至沓來，且都無可預測。老師們應把進修當成必要的、與時俱進的學習，而不是外加的苦差事。

誠如 Ernest L. Boyer(1985)所說：「一個國家最大的力量不在它的武器，而在它的人民。我們最大的希望不在科技，而在下一代子孫未來的潛力。教育一直是一個國家的未來最重要的投資。」這值得我們政府深思。一個教育者的職責就是持續不斷的學習、拓展專業能力，也貢獻於學生的學習成就及促使學校進步。

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DE 網站（Oregon 教育部）：http://www.ode.state.or.us/news/events
NSDC（國家會議）http://www.nsdc.org/conference.06/welcome/goal.cfm

1. How many hours of professional development are required of you (by school or state) each year?
2. What type of professional development activities have you attended in the past 12 months?
   a. Were these all required? Which ones were not required?
3. Of these types of professional development activities, which are the most effective for helping teachers change their instructional practice?
   a. Please explain why you think that….
4. What were the topics of the professional development activities that you have attended in the past 12 months (e.g., differentiated instruction)
5. Which of those topics do you think are the most important for helping teachers improve their practice?
   a. Please explain why you think that…
6. Which of those topics have you spent the most time on? …the least time on?
7. How (if at all) have the PD activities (that you participated in during the past 12 months) affected your:
   a. Thinking
   b. Practice
   c. Both
   d. Please provide specific examples of how these have (or reasons why they have not) affected your practice
8. In your experience, what are the most useful things about PD that lead to teachers changing their instruction practice?
   a. E.g., alone vs. with colleague
   b. Format (E.g., lecture vs. discussion)
9. Do you receive any incentive (e.g., pay, release time) for attending PD activities?
10. Is there anything else you would like to add regarding what makes PD most effective for helping teachers change their instructional practice?

<附件二>

Continuing Professional Development For Licensure Renewal

Teacher Standards and Practices Commission
465 Commercial St NE
Salem, OR 97301

Fourth Edition
2002

CONTINUING PROFESSIONAL DEVELOPMENT

Studies show that educators participate in continued professional development in order to enhance student learning. Educators wish to gain new skills that they may incorporate into their work with students.

Educators who hold Basic, Standard or Continuing Licenses are required to complete a Continuing Professional Development (CPD) Plan in order to renew the license. This requirement does not apply to initial licenses. The Oregon CPD plan provides two options for the educator. One is a plan offered by the District. The second is an individual plan developed by the educator in collaboration with a supervisor or a CPD advisor. A CPD advisor may be a

colleague, faculty member from an institution, or business or community member that is related to the activities of the plan and approved by the educator's supervisor.

The plan should be portable so that an educator who moves or changes assignment may amend the plan. The plan should be comprehensive so that it has an effect for the educator in mastering new strategies and skills.

The educator will complete a form that identifies the CPD goals of the educator, the district and State, and will propose the activities necessary to fulfill the plan. At the conclusion of the cycle, the educator will reflect on the activities and how the plan has enhanced student learning. The advisor/supervisor will sign the form. The district will report "successful experience and completed CPD plan" on the Professional Educational Experience Report (PEER) Form when the educator applies for renewal of licensure.

Those applicants who renew a BASIC license will need to complete 75 Professional Development Units (PDUs). The applicants for renewal of STANDARD or CONTINUING licenses will need to complete 125 PDUs. The Proposal for the Professional Development Plan should be developed at the beginning of the licensure period. The required PDUs must be earned prior to application for renewal.

What is a PDU?
A Professional Development Unit equates to one clock hour. One quarter hour of college or university credit equals 20 PDUs. One semester hour of college or university credit equals 30 PDUs.

Effective Date
The CPD requirement became effective January 15, 2002 and is phased in as follows:

1. Educators renewing Basic, Standard or Continuing Licenses in 2002 must complete 25 PDUs.

2. Educators renewing Basic, Standard or Continuing Licenses in 2003 must complete 50 PDUs.

3. Educators renewing Basic, Standard or Continuing Licenses in 2004 must complete 75 PDUs. This brings those who hold a Basic License to the full requirement.

4. *Educators renewing a Basic License in 2005 must complete 75 PDUs, the full requirement. Educators renewing Standard or Continuing Licenses must complete 100 PDUs.*

5. *Educators renewing Standard or Continuing Licenses in 2006 must meet the full requirement of 125 PDUs.   Educators renewing Basic Licenses will complete 75 PDUs.*

Standards

The Oregon Administrative Rules include the standards against which the individual and district plans are measured.   OAR 584-90-001 states that all plans must have as their primary purpose increasing student learning by improving educator's professional skills.   Plans should assist educators to: 1) achieve district, State and national standards; 2) keep current with the development and use of best practices; and 3) develop ways to enhance learning for a diverse student body.

INTERPRETATION OF STANDARDS

1. *District, State and National Standards*
   Educators will need to develop plans that relate to the current goals for learning in the district.   This may include measurement of student proficiencies and, curriculum adaptation to meet the needs of a diverse student population.   Usually the district goals directly relate to the State content standards.

2. *Best Practice*
   Plans need to assist educators in keeping current in their respective fields and with teaching and learning methods, assessment strategies and classroom management.

3. *Diverse Student Population.*
   Educators are working with very diverse student bodies.   In a single classroom, teachers face students with learning disabilities, diverse ethnic backgrounds, and emotional problems. Educators need the background necessary to meet the needs of all of these diversities within the student population.

DOMAINS OF PROFESSIONAL COMPETENCY

The professional development activities of an educator must be based on at least one of the six domains of professional competency.   The domains are:

1. *Subject matter or Specialty*

The educator may gain more background in the specific endorsement area or in specialty areas such as English for Speakers of Other Languages (ESOL) or special education.

2. *Assessment Strategies*

   The educator may develop new ways to assess learning. Examples of assessments are portfolios, demonstration performances, and written tests. An educator may work with the way assessment affects the curriculum design.

3. *Methods and Curriculum*

   Educators may increase professional skills in classroom management, leadership, curriculum development, and administrative management.

4. *Understanding Diversity*

   Educators may enhance ability to deal with diversity include understanding of learning abilities and styles, learning strategies, ethnic diversity, as well as economic diversity.

5. *State and National Education Priority*

   The state and nation have set goals and priorities for curriculum and standards of achievement. Educators need to be aware of these priorities and their effect on work in the schools.

6. *Use of Technology in Education*

   Educators may acquire skills in technology, computer programming, video operation, and multimedia in the context of enhancing student learning.

CPD PLANS

Educators will choose a CPD option in which at least one domain of professional competency is addressed. A completed five-year plan for renewal of a Standard or Continuing License consists of at least 125 PDUs. A completed three-year plan for renewal of a Basic License consists of a minimum of 75 PDUs. A plan may be segmented into a series of one-year plans to permit the educator and the district to annually review and update the plan. Once the plan is developed, it may be amended to reflect changes in an educator's assignments or goals. It will be the educator's responsibility to provide documentation to the supervisor or CPD advisor that the plan is completed and that the educator has analyzed the results and applied what has been done to enhance student learning.

RENEWAL OPTIONS

I. *District Plan*

A district CPD plan is in writing and has been reviewed and approved by the District School Board.   The plan must meet the standards as outlined in OAR 584-090-0010.   The applicant for renewal of licensure will have verification from the district superintendent or designee of meeting the district or building requirement for CPD.

2.   Individual Plan

Educators may develop CPD plans in collaboration with their supervisors or CPD advisors approved by the supervisor.

There are many activities that may be included in the educator's individual continuing professional development plan provided the activities meet the rule and are related to the goals of the plan.   An educator's individual plan may use parts of an approved District CPD plan along with individual activities.   Following are some suggested activities that may be included.

Additional course work--Courses may be undergraduate or graduate level if germane to the educator's current or anticipated assignment.   One quarter hour equals 20 PDUs; one semester hour equals 30 PDUs.

Professional Conferences--A professional conference is any formal meeting, workshop, seminar or institute which addresses educational concerns.

Publication--An educator may write articles or reports that contribute to the effective practice of the profession.   An educator may write and publish a book that focuses on relevant topics and applications or may develop curriculum in specific subject areas.

Peer or Student Teacher Mentoring--Mentoring is a systematic program of analyzing and discussing professional activities designed to coach or model new skills or strategies.

Site Committees--An educator may participation on a building site council working on school improvement.

Action Research--Action Research provides an opportunity for an educator or a group of educators to be involved in a substantial program or issue pertinent to one's assignment. Projects will last for at least two years and should focus on buildings or districts achieving their

stated goals as measured by student performance or other evidence of effectiveness. The action research will culminate with a report on the findings and implications.

Internships—Planned work experiences in business, industry or the professions related to the educator's assignment may be counted toward CPD requirements.

SUBSTITUTES OR UNEMPLOYED EDUCATORS

Educators who hold Basic, Standard or Continuing Licenses and are employed as substitutes may renew their licenses without documenting CPD activities. Educators who are employed less than one-half time are also exempt from CPD requirements. Recent educational experience requirements may be met by one of three options: 1) 180 days substitute experience in Oregon elementary or secondary schools. 2) Nine quarter hours or six semester hours of preparation in an approved teacher education institution. 3) A combination of experience in Oregon elementary or secondary schools and credit germane to the license. One quarter hour of preparation equals twenty days of the required experiences. One semester hour equals 30 days of the required experiences.

Educators who "stop out" or "re-enter" teaching will need only 25 CPD Units for each year of employment, even though the license being renewed may have been valid for five years.

APPEALS

Educators who choose an individual CPD plan may appeal to the Commission if the successful completion is not verified or if there are exceptional circumstances which justify an extension of time for completion. An educator who wishes to appeal must give written notice to the Commission of the appeal along with evidence of activities completed to fulfill the CPD plan. The Commission will review the appeal and make a decision within 120 days of receipt of the appeal notice.

DEFINITIONS

The following definitions from OAR 584-005-0005 have direct application to Division 090 Standards.

584-005-0005

(26) "Continued Professional Growth": A plan for personal professional growth during a licensure cycle which meets the criteria in OAR 584-090-0001.

(28) "Continuing Professional Development (CPD)": Additional academic and practical experience that leads to increased knowledge and skills related to the educator's assignment.

(29) "Continuing Professional Development Advisor":   A person selected by an educator and approved by the educator's supervisor, such as a college or university advisor, a peer coach, or a qualified member of an agency or professional organization.

DIVISION O90
CONTINUING PROFESSIONAL DEVELOPMENT

Purpose and Standards for Professional Development Plan

*   **584-090-0001**   *These rules establish a Continuing Professional Development (CPD) plan for all educators that hold Basic, Standard or Continuing licenses.   Each CPD plan shall have as a primary purpose improved student learning by improving professional skills of educators.   Each plan shall be designed to assist the educator to:*

*   *(1) achieve district, state and national standards;*

*   *(2) keep current with the development and use of best practices; and*

*   *(3) develop ways to enhance learning for a diverse student body.*

Effective Date and Applicability

*   **584-090-0005**   *(1) Effective January 15, 2002, applicants for renewal of Basic, Standard, and Continuing Licenses must meet the requirements set forth in these rules.   Applicants for the reinstatement of licensure must meet all renewal requirements as well as requirements in OAR 584-50-017.*

*   *(2) Applicants for renewal of Basic Licenses must complete 75 Professional Development Units to renew their licenses.   Applicants for Standards or Continuing Licenses must complete 125 Professional Development Units to renew their licenses.   PDUs must be part of a CPD Plan completed during the life of the current license.*

*   *(3) The Continuing Professional Development requirements will be phased in as follows:*

*   *(a) Educators renewing Basic, Standard or Continuing Licenses after January 14, 2002, must complete 25 Professional Development Units;*

*   *(b) Educators renewing Basic, Standard or Continuing Licenses in 2003 must complete 50 Professional Development Units;*

*   *(c) Educators renewing Basic, Standard or Continuing Licenses in 2004 must complete 75 Professional Development Units;*

*   *(d) Educators renewing Basic Licenses in 2005 must complete 75 Professional Development Units. Educators renewing Standard or Continuing Licenses in 2005 must complete 100 Professional Development Units;*

*   *(e) Educators renewing Basic, Standard or Continuing Licenses in 2006 must meet the full requirement of Professional Development Units as stated in subsection (2) of this rule.*

Domains of Professional Competency

*   **584-090-0010**   *For purposes of renewal of licensure educators shall choose activities and experiences that are based on at least one of the following domains of professional growth:*

(1) Content of the subject matter or specialty area directly related to the educator's current assignment(s) or to responsibilities the educator reasonably expects to be assigned.

(2) Strategies for assessment of pupil performance in achieving school and district objectives and State content standards and interpretation and application of the results.

(3) Methods for effective teaching, classroom management, counseling, supervision, leadership, and curriculum development.

(4) Understanding of diversity in abilities, social and/or cultural background and use of such knowledge to promote achievement of high standards for all students.

(5) Knowledge of State and national education priorities and the application of that knowledge to one's school and district programs.

(6) Competence in the uses of technology in schools and the application of that knowledge to one's assignment.

Requirements for District and Individual Continuing Professional Development Plans

584-090-0020   (1) At the beginning of a licensure cycle when a Basic, Standard or Continuing License is issued or renewed, an educator shall select a CPD option from OAR 584-90-030 or 584-090-0040;

(2) Each plan shall:

(a) Identify at least one domain of professional competency to be addressed as stated in OAR 584-90-010;

(b) List the goals/objectives to be achieved through the CPD plan;

(c) Identify activities and experiences that might be selected to meet the goals;

(d) State how the CPD plan will assist the educator to improve professionally;

(e) Describe the resources that will be used to complete the plan; and

(f) Provide for verification of review of the plan by a supervisor or CPD advisor.

(3) A completed five-year plan consists of a minimum of 125 professional development units.   A completed three-year plan consists of a minimum of 75 professional development units.

(4) The plan is portable if the educator moves to a different district and is amendable to reflect changes in the educator's goals, assignments or employment; and

(5) The plan is comprehensive and is sufficient to master new strategies and content.

(6) Each educator shall provide documentation to the supervisor or CPD advisor that the plan has been completed and the educator has analyzed the results and applied the acquired knowledge and skills to improve student learning.

(7) If appropriate to the current CPD Plan, up to 25 excess PDUs may be counted toward completion of the current plan.

Additional Requirements for District Continuing Professional Development Plans

584-090-0030   (1) Educators in districts that have qualified district CPD programs that meet the purpose and standards set forth in OAR 584-090-0001 and 584-090-020.

(2) To be qualified, a district CPD program must be in writing and be reviewed and approved by the district school board.

(3) All educators who have verification from the district superintendent or designee of meeting the district requirement for CPD will be judged to have met CPD requirements for renewal of licensure.

Additional Requirements for Individual Continuing Professional Development Plans

584-090-0040   (1) At the beginning of each licensure cycle, an educator will confer with his/her supervisor or CPD advisor to develop a CPD plan for the ensuing three or five years which shall meet the purposes and standards set forth in OAR 584-090-0001 and 584-090-0020.

(2) Modifications to the plan may be made at any time, after consultation with the supervisor or CPD advisor, to reflect changes in assignment or professional goals.

(3) The educator will document completion of the plan.

(4) The supervisor or CPD advisor will verify completion of the plan at renewal of licensure.

Requirements for Renewal of Licensure

584-090-0050   (1) Applicants who are employed in contractual positions as teachers, personnel service specialists or administrators in Oregon schools or in public schools or regionally accredited private elementary or secondary schools in other states, may renew the Basic, Standard or Continuing License upon verification of:

(a) one year of full-time successful experience during the life of the current license; and

(b) successful completion of an approved professional development plan.

(2) Applicants who are not employed in contractual positions as stated in section (1) may renew the Basic, Standard or Continuing License upon verification of one of the following:

(a) nine quarter hours or six semester hours of preparation completed in an approved teacher education institution;

(b) 180 days of substitute experience in Oregon schools;

(c) college or university credit germane to the license may be substituted for part of the experience required in section (b).   One quarter hour of preparation equals 20 days of the required experience.   One semester hour equals 30 days of the required experience.

Appeals to the Commission

584-090-0060   (1)   Educators who choose to complete the individual CPD plan may appeal to the Commission if the successful completion of their plans is not verified by the supervisor or CPD advisor, or if there are exceptional circumstances which justify extension of time for completion.

(2) To appeal, an educator shall submit written notice to the Commission of appeal together with evidence of activities completed to fulfill the CPD plan.

(3) Upon receipt of an appeal, the following shall occur:

(a) The Executive Director will contact the supervisor or CPD advisor for a statement on the dispute.

(b) The Chair of the Commission will appoint a Committee to review the appeal and evidence submitted by the educator.

(c) The committee will make recommendations to the Executive Director of the Commission on its finding after reviewing the documentation of CPD.

(d) The Executive Director shall make a final decision on the appeal within 120 days of receipt of the appeal and report that decision to the Commission.

PROFESSIONAL DEVELOPMENT PLAN

This form is completed at the beginning of a licensure cycle when a Basic, Standard or Continuing License is issued or renewed.

Standards for Professional Development Plans
Each CPD plan shall have as a primary purpose improved student learning by improving professional skills of educators. Each plan shall be designed to assist the educator to:

(1) achieve district, state and national standards;
(2) keep current with the development and use of best practices; and
(3) develop ways to enhance learning for a diverse student body.

Educator: _____   **Supervisor/Advisor:** _____

District/ESD: _____   **School:** _____

Assignment: _____

License: ☐ Basic   ☐ Standard or Continuing

CPD Option: ☐ District Building Plan   ☐ Individual Plan

Domains the Plan will address:

☐ Subject Matter or Specialty   ☐ Understanding Diversity

☐ Assessment Strategies   ☐ State & National Education Priorities

☐ Methods & Curriculum   ☐ Use of Technology in Education

Goals/Objectives of the CPD Plan:

Proposed activities and experiences to meet your goals:

How will the plan help you to enhance student learning?

What resources will you use to complete your plan?

_____   _____
Supervisor/Advisor Signature*   Date   Educator Signature   Date

*This verifies that I have reviewed the proposal
and am aware of the activities required.

REVISIONS TO PROFESSIONAL DEVELOPMENT PLAN

How are you revising your plan?	How are you revising your plan?
Date _____ Supervisor/Advisor _____	Date _____ Supervisor/Advisor _____
How are you revising your plan?	How are you revising your plan?
Date _____ Supervisor/Advisor _____	Date _____ Supervisor/Advisor _____

COMPLETION OF PROFESSIONAL DEVELOPMENT PLAN

List Professional Development Activity	Domain(s)	Number of PDUs

DOMAINS:
1 = Subject matter or specialty.
2 = Assessment strategies.
3' = Methods and curriculum.
4 = Understanding diversity.
5 = State and national educational priorities.
6 = Use of technology in education.

NOTE:
One clock hour = one PDU.
One quarter hour credit = 20 PDUs. One semester hour credit = 30 PDUs.

Minimum of PDUs:
75 for Basic License.
125 for Standard or Continuing License.

REFLECTION ON PROFESSIONAL DEVELOPMENT PLAN

Comment briefly on your CPD activities and the effect that you observed on student learning and any adjustments you made or will make to enhance student learning. (Attach additional pages as needed.)

Supervisor/Advisor Signature*	Date	Educator Signature	Date

*I have reviewed the results of the CPD plan
and verify completion of the plan.

The completed form is retained by the district.

<附件四>

Beginning Teacher Years 1 –3	Developing Teacher Years 3-6	Professional Teacher Years 6 - ?	Master Teacher
Initial teaching license	Complete requirements for continuing license OR align with PDU plan for Initial license renewal	PDU/PD plan aligned and include school and/or district goals; peer support and feedback integral part of plan	Demonstrate advanced mastery of all teaching standards
Probationary period – must have good evaluations to pass probation	Demonstrate proficiency on all teaching standards	Demonstrate expanded competency on teaching standards	National Board Certification or other demonstration of teaching excellence
Must demonstrate basic competencies on teaching standards and use these standards for self-reflection	Observed by administrators; these observations provide feedback on progress towards mastery of standards	Work with peers to develop portfolio of evidence; evidence of competency comes from multiple sources	Provides mentoring for beginning teachers and works closely with colleagues on school and/or district goals
Observed by administrators on a regular basis; these observations provide feedback on progress towards standards	Access to mentor if necessary; other forms of collegial support available	Less formal administrative support; observations are scheduled as part of overall collection of evidence	Provides peer support to other teachers; provides positive contributions to other's professional development
Work with mentor teacher and receive other forms of collegial support	PD plan aligns with license renewal requirements as needed and school and/or district goals; peer feedback is part of the plan	Teacher leadership project required that promotes school and/or district goals	Assumes teacher leadership role at the site, district or regional level
Observe other teachers and reflect on how those observations relate to personal practice	Must complete all of above to maintain employment		Mentor teacher stipend
Optional participation in collegial or site-based projects			

Please note: The probationary evaluation system is "administrator driven." All evaluation activities are done in partnership between the probationary teacher and the administrator responsible for evaluation.

September:
- Review the 5 domains of teaching and identify areas for concentration
- Meet with evaluator to agree which domains will be areas of focus (all 5 domains must be reviewed within the three year probationary period)
- Use the scoring guides to identify areas of strength and growth in each domain of focus
- For beginning teachers: meet with mentor teacher to review domains and get the mentor's input on areas for growth

October:
- Submit goals to evaluator based on self scoring of the domain scoring guides (due by October 15)
- Meet with evaluator to review goals
- Schedule first observation with evaluator
- For beginning teachers: schedule classroom observation with mentor teacher

November:
- Work with evaluator to determine the evidence to be collected to document growth in selected domains
- Complete first classroom observation with evaluator and receive verbal and written feedback
- For beginning teachers: work with mentor teacher to arrange observations of other teachers at your grade level or in your department

December:
- Work on collection of evidence on selected domains
- For beginning teachers: have conference with mentor to determine progress and next steps

January:
- Schedule second observation with evaluator
- Conduct mid-year review of selected domain's scoring guide. Reset direction based on this review
- Work on collection of evidence for selected domains
- Beginning teachers: continue work with mentor

February:
- Complete second observation with evaluator and receive verbal and written feedback

- Beginning teachers: continue work with mentor

March:
- Schedule third observation with evaluator
- Work on collection of evidence for selected domains
- Beginning teacher: mentor provides feedback on selected domains using the scoring guide

April:
- Complete third observation with evaluator and receive verbal and written feedback
- Work on collection of evidence for selected domains
- Beginning teacher: mentor provides written feedback on growth for the year

May:
- Reflect on goals for the year and submit written narrative to evaluator
- Complete collection of evidence on selected domains, and write a summary of how this evidence has documented growth
- Evaluator completes written evaluation with feedback on observations, goals and collection of evidence

Please note: Developing teachers will meet with the administrator responsible for their evaluation to determine if the evaluation process will be teacher or administrator driven.

September:
- Review the 5 domains of teaching and identify area for concentration
- Meet with evaluator to agree on focus domain(s), and to discuss professional development plan for the year
- Review past collection of evidence, feedback from evaluators and mentors, and self reflection to develop goals for the year (if working on continuing license, this plan is the same one required for this license)

October:
- Submit goals and professional development plan to evaluator for review and approval (by October 15)
- Schedule observation with evaluator as needed
- Work with peers to develop plan to be used for collaboration and peer feedback on focus domain(s)
- Begin collection of evidence

November – March
- Work on all elements of professional development plan, including peer collaboration and feedback, collection of evidence, evaluator observations, self-reflection, etc.
- Schedule and complete any needed observations with evaluator and receive written and verbal feedback
- Continuing license candidates: complete course work and other requirements of this license

April:
- Complete professional development plan and collection of evidence
- Write reflections on personal growth and complete the focus domain's scoring guides to document growth in selected areas
- Meet with evaluator to review and discuss progress

May:
- Submit narrative reflection on goals, collection of evidence and professional development plan to evaluator
- Evaluator completes final written evaluation

Professional Teachers are those who have successfully completed the requirements of the Beginning Teacher and Developing Teacher. For the implementation of the new evaluation system, all contract teachers will be considered Professional Teachers. By mutual consent, contract teachers may be placed in the Developing Teacher category. This may be helpful to those teachers who are working on a continuing license, since this category is aligned with those requirements.

Professional teachers are on a three-year evaluation cycle. To implement the new system, Professional Teachers at a site will be divided among the three years. This will enable evaluators to more effectively schedule observations for teachers that require them for their evaluation

Year 1

Teachers will use the teaching domain scoring guide to identify the area(s) of focus for that year. They will then meet with their evaluator to determine the area(s) of focus and to develop goals for the year. This meeting will occur by the end of **September**. Teachers will submit their written goals to their evaluator by **mid-October**.

Teachers in year 1 will be observed at least two times throughout the year. Observations should be completed by **April**. Observations will be followed by a meeting with the evaluator to debrief the lesson observed, and by a written feedback report. Teachers will submit a written reflection on their goals and area(s) of focus, along with any evidence that documents progress on their goals, to their evaluator by **mid-May.** Evaluators will complete a written evaluation by the end of May.

Year 2 and 3

September:
- Meet with evaluator to determine if professional development plan will be teacher or administrator directed
- Use teaching domain scoring guides to reflect on personal practice, and to identify areas of strength and growth
- Discuss potential collaborative projects with peers and administrators

October:
- Select professional development project aligned with school and/or district goals (peer support and feedback must be integral to project)
- Meet with evaluator to discuss project
- Submit written professional development project to evaluator by October 30

November – April
- Work on professional development project

- Work on collection of evidence that demonstrates expanded competency on teaching domains
- Schedule any necessary observations with evaluator
- Meet with peers to discuss progress, get feedback, and reflect on growth areas

May
- Submit final report on professional development project to evaluator
- Share findings and learning from project with peers
- Receive final written evaluation from evaluator

Domain 1: Curriculum Planning

Curriculum Planning encompasses a wide variety of discrete tasks ranging from selecting and writing learning goals that reflect state standards, ensuring that these learning goals reflect research findings and preferred practices. Learning goals are sequenced into daily learning targets, and learner outcomes are tailored to the unique abilities and differences of students. Planning includes strategies for monitoring what students are learning, and making adjustments to facilitate effective and consistent learning outcomes.

Standard	Undeveloped	Emerging	Applying	Extending
Selects learning goals for units of instruction consistent with district, state, and school curriculum goals.	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but the teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Determines the current performance level and developmental characteristics of students, and uses this information in planning.	Teacher displays little understanding of prerequisite learning and the importance for student learning of the content. Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher's plans and practices reflect understanding of prerequisite learning among topics and concepts. Teacher displays thorough understanding of typical development characteristics of age groups as well as exceptions to general patterns.	Teacher activity builds on knowledge of prerequisite learning and relationships when describing instruction or seeking causes for student misunderstanding. Teacher displays knowledge of typical development characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals.	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.

Standard	Undeveloped	Emerging	Applying	Extending
Determines content, skills, and processes that assist students in accomplishing desired unit outcomes, and designs authentic activities leading to understanding of content.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.	Materials and resources do not support the instructional goals and do not engage students in meaningful learning.	Some of the materials and resources support instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Adapts unit and lesson plans for students with diverse needs and for students with varying cultural, social, and linguistic backgrounds.	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, different interests and cultural heritage.	Teacher displays general understanding of the different approaches to learning. Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays solid understanding of the different approaches to learning that different students exhibit. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher uses knowledge of students' varied approaches to learning in instructional planning. Teacher displays knowledge of the interests or cultural heritage of each student.
Estimates the time required for teacher-directed instructions, student managed learning and practice, student evaluation/reporting, and reteaching or problem solving.	The lesson or unit has no clearly defined instruction, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit clearly has a defined structure that activities are organized around. Time allocations are reasonable.	The structure of the lesson or unit is clear and allows for different pathways according to student needs.

Domain 2: Classroom Management

Classroom Management involves the culture and climate of the classroom. Culture is the personality of a classroom, whereas climate is the attitude. Each student's dignity and worth is affirmed and supported, classroom rules are fair and just, and a safe and effective learning environment is established. Classroom management further involves sensitivity to student diversity, knowledge of relevant laws, regulations and policies. Using time well, coordinating people and tasks, and planning effectively are all elements of effective classroom management.

Standard	Undeveloped	Emerging	Applying	Extending
Student and teacher interactions affirm the dignity and worth of all students.	Interactions between student and teacher or student to student are sometimes negative, disrespectful, demeaning, sarcastic, or inappropriate to age, culture or gender.	Interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' culture or gender. Student interactions are generally positive.	Interactions are friendly and generally warm, caring and respectful. Students are respectful of others. Diversity is valued.	Interactions are based on respect and compassion. Genuine caring for one another is observable.
Communicates and models classroom rules and behavioral expectations that provide a safe and orderly environment for learning.	No rules or standards of behavior appear to have been established or students are confused as to what they are.	Rules and standards of behavior appear to have been established for most situations, and most students seem to understand them.	Rules and standards of behavior are clear to students. Teacher models and reinforces appropriate social behavior.	Rules and standards of behavior are clear to students and have been developed with student participation. Students are mastering appropriate social behavior.
Classroom rules and procedures reflect the principles of least restrictive environment for students with disabilities.	Educational and/or physical resources are used poorly, or learning is not accessible to some students.	Educational and/or physical resources are used adequately, and essential learning is accessible to students.	Educational and/or physical resources are used skillfully and learning is equally accessible to students.	Educational and/or physical resources are used optimally by teacher and students, and students are engaged in ensuring that learning is accessible to other students.
Monitors student conduct and takes appropriate action when misbehavior occurs.	Student behavior is not monitored; the response is non-existent or inconsistent.	Teacher is generally aware of student behavior and attempts to respond to misbehavior with limited success.	Teacher is attentive to student behavior, and responds appropriately and successfully to misbehavior.	Teacher implements preventive strategies that are sensitive to student needs and responds effectively, compassionately and respectfully.

Standard	Undeveloped	Emerging	Applying	Extending
Uses classroom time effectively to provide maximum time for learning.	Students are not productive and time is lost during transitions.	Tasks for student work are partially organized resulting in some off-task behavior and loss of instructional time. Transitions are sporadically effective.	Tasks for group work are organized and student work is managed so students are engaged in their learning. Transitions are smooth.	Students are productive, independent, and assume responsibility for their work. Transitions are seamless.
Arranges and uses classroom supplies, equipment, materials, and furniture effectively and safely.	Classroom is unsafe; furniture arranged haphazardly; supplies, equipment, and materials are handled inefficiently.	Classroom is safe; furniture is adjusted but limited effectiveness; supplies, materials, and equipment handling procedures function moderately well.	Classroom is safe; furniture is arranged to enhance learning; supplies, equipment and materials are handled smoothly.	Classroom is safe; students adjust the furniture to advance their own learning; supplies, equipment and material routines are seamless and efficient.
Optimizes the role of classroom volunteers, parents, support staff and student aides.	Volunteers, parents, support staff or student aides have no clearly defined duties or do nothing most of time.	Volunteers, parents, support staff or student aides are productively engaged some of the time, but require frequent supervision.	Volunteers, parents, support staff or student aides are productive and engaged.	Volunteers, parents, support staff or student aides make substantial contributions to the classroom.

Domain 3: Instruction

Effective instruction engages students in planned and meaningful learning activities and requires specific skills. These skills include: organizing learning activities at the developmental level of students; applying research based practices that help students understand the learning outcomes; promoting critical thinking and problem solving; encouraging divergent as well as convergent thinking; utilizing instructional techniques like sequencing, pacing, providing feedback and documenting student learning; considering individual differences and cultures; and supporting and encouraging family participation in student's learning.

Standard	Undeveloped	Emerging	Applying	Extending
Applies organizational structures appropriate for the development of students, including individual and group instruction.	Lesson structure not apparent and/or instructional grouping is developmentally inappropriate for students or the goals of the lesson.	Some lesson structure is apparent and some instructional grouping is developmentally appropriate for the students or goals of the lesson.	Most lesson structures are apparent with instructional grouping productive and appropriate to the students and the goals of a lesson.	Lesson structures are apparent with students consistently and cognitively engaged in their groupings. Students influence their instructional groups to enhance their understanding.
Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.	Activities and assignments are inappropriate with unclear teacher directions and procedures.	Some activities and procedures are appropriate to students and engage them mentally after initial teacher directions and procedures are clarified.	Most activities and assignments are appropriate to students with clear directions and procedures. Students are cognitively engaged on a consistent basis.	Students are consistently, cognitively and independently engaged in activities and assignments that utilize exploration of content. Teacher directions and procedures are clear and anticipate possible misunderstandings.
Implements instructional plans that employ knowledge of subject matter and basic skills.	Content is inappropriate. Instructional materials and resources are unsuitable to the instructional goals and do not engage students.	Content is somewhat appropriate. Some materials and resources are suitable to instructional goals. Level of student's engagement is moderate.	Content is appropriate and instructional materials and resources are suitable to instructional goals and engage the students.	Content is appropriate and materials and resources are suitable. Students initiate choice, adaptation, or creation of materials to enhance their own learning.

Standard	Undeveloped	Emerging	Applying	Extending
Uses a variety of research-based educational practices that reflect how students learn, is sensitive to individual differences and diverse cultures, and encourages parent participation.	No research-based practices are apparent. Teacher displays insensitivity to individual differences and diverse cultures. Parent participation is not evident.	Uses some research-based practices. Teacher is inconsistently sensitive to individual differences and diverse cultures. Parent participation is sometimes evident.	Evidence of research-based practices is apparent. Teacher is sensitive to individual differences and diverse cultures. Parent participation is evident on a consistent basis.	Teacher uses a variety of research-based practices consistently. Students adopt research-based practices to adapt their own learning. Students' choices demonstrate sensitivity to individual differences and diverse cultures. Family and community participation is evident.
Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.	Teacher's interactions allow for only recall answers with little or no critical thinking in any learning process.	Teacher's interactions inconsistently promote some critical, convergent and divergent thinking.	Teacher's interactions consistently promote critical, convergent and divergent thinking, and successfully engage students.	Students independent use of critical, divergent, and convergent thinking is evident. Students assume responsibility for problem solving.
Monitors the engagement of students in learning activities and student progress to determine if the pace or content of instruction needs to be modified. Adjust for student learning differences and interests.	Modification strategies are not apparent. Students sporadically accomplish lesson and unit objectives. Adjustment for student learning and interest is not apparent.	Teacher uses limited modification strategies to accommodate student learning differences and interests. Students sometimes accomplish lesson and unit objectives when strategies are adjusted.	Teacher uses modification strategies to monitor and adjust a lesson based on student need. Students routinely accomplish lesson and unit objectives.	Teacher mentors colleagues in how to monitor and adjust a lesson based on student need. Students consistently accomplish lesson and unit objectives, and are able to personally modify their own learning.

Domain 4: Assessment

Assessment information is used and interpreted from a wide range of sources (student performance, interviews, observations, etc.) and influences the design of learning. Assessment data is used for ongoing adjustment to improve student learning. Documentation and communication of student performance is shared with students, parents and colleagues, and referrals are made when appropriate.

Standard	Undeveloped	Emerging	Applying	Extending
Selects or develops assessments that are developmentally appropriate.	Selection of assessments is inappropriate or non-existent.	Assessments are used but may lack clarity or appropriateness.	Assessments are clear, appropriate and relate to standards.	Assessments are clear, purposeful and there is evidence of student involvement in design.
Interprets student progress and learning; adjusts instruction accordingly.	Interpretation is not evident or is faulty; instructional adjustment is not apparent, or it is done inappropriately.	Interpretation is attempted but not always accurate; instructional adjustment is inconsistent.	Interpretation is accurate and adjustment of instruction is appropriate.	Interpretation and adjustments are student specific and engage students.
Documentation and communication of assessment is timely, clear and accurate; referrals are appropriate.	Documentation is not evident and communication on student performance is inaccurate or non-existent.	Documentation is sometimes available for students, parents and colleagues on a timely basis. Referrals are inconsistent.	Documentation is complete, accurate, timely and made available to students, parents, and colleagues. Referrals are appropriate and timely.	Documentation is accurate, clear, timely, and readily available to students, parents and colleagues. Referrals are consistently proactive and diagnostic.
Plans and designs effective assessment tools, interprets them correctly and implements appropriate teaching strategies.	No evidence of planning or using assessment tools to direct teaching strategies is evident.	Some evidence of planning and use of assessment tools is apparent; inconsistently applied to teaching strategies.	Plans and designs effective assessment tools, interprets correctly and implements appropriate teaching strategies.	Plans, designs and shares effective assessment tools; uses student input in development of tools; a high level of adjustment of teaching strategies to meet needs of students is readily apparent.

Standard	Undeveloped	Emerging	Applying	Extending
Collaborates as a member of an instructional team to achieve long-term curriculum goals, state content and district standards.	Attends but does not engage in collaborative meetings with colleagues; resistant to collaboration.	Participates in collaborative meetings with colleagues to achieve long-term curriculum goals, state content and district standards; seeks out help.	Actively participates in collaborative meetings; refines curriculum. Encourages and supports the participation of others.	Takes a leadership role in collaborative meetings and helps ensure that curricular goals are achieved. Models collaborative strategies and seeks to include everyone in decision making.
Contributes to the profession of education at the district, regional, state, or national level.	Not yet sharing knowledge with others.	Finds ways to contribute to the profession at the school site level.	Actively assists other educators. Is engaged at the school and district level in leadership activity.	Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Assumes leadership roles at the site, district, regional and/or state and national levels.