

Evaluation Index and Evaluation Criteria of Educational Practice –Secondary School

| 指標 Index | 細項指標 Breakdown indicators | 評量等第 Rating | | | |
|--------------------------------|---|---|--|---|---|
| | | 優良 Excellent | 通過 Pass | 待改進 To be improved | |
| Curriculum Design and Teaching | A. 課程設計與教學 Designing appropriate teaching programs | A-1-1 依課程綱要及教學目標研擬教學計畫。 Develop teaching plans based on curriculum outline and teaching goals | 能依課程綱要及學習目標研擬適切、完整的教學計畫。 Be able to develop appropriate and complete teaching plans based on curriculum outline and learning objectives | 能依課程綱要及學習目標研擬教學計畫。 Be able to develop teaching plans based on syllabus and learning objectives | 未能依課程綱要及學習目標研擬教學計畫。 Failure to develop teaching plans based on syllabus and learning objectives |
| | | A-1-2 依據學生學習特性，選擇適切的教學方法與教材。 Select appropriate teaching methods and materials based on students' learning characteristics | 能依據學生學習特性，選擇多元且適切的教學方法與教材。 Be able to choose diverse and appropriate teaching methods and materials based on students' learning characteristics | 能依據學生學習特性，選擇適切的教學方法與教材。 Be able to choose appropriate teaching methods and materials based on student learning characteristics | 無法依據學生學習特性，選擇適切的教學方法與教材。 Unable to choose appropriate teaching methods and materials based on student learning characteristics |
| | | A-1-3 設計多元、適切的評量方式。 Design multiple and appropriate assessment methods | 能依據學生學習特性，設計差異化的評量方式。 Be able to design differentiated assessment methods based on student learning characteristics | 能設計多元、適切的評量方式。 Be able to design multiple and appropriate evaluation methods | 評量方式單一少有變化。 Single assessment method with few changes |

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| | | 優良 Excellent | 通過 Pass | 待改進 To be improved |
| A-2 掌握教學重點並善用教學技巧 Master teaching priorities and make good use of teaching skills | A-2-1 熟悉任教科目或領域之專門知識 Familiar with teaching subject or field expertise | 能精熟任教科目或領域之專門知識，並明確掌握教學重點。 Be proficient in teaching subjects or fields, and have a clear focus on teaching | 能熟悉任教科目或領域之專門知識。 Familiar with subject matter or domain expertise | 對任教科目或領域之專門知識不足。 Insufficient expertise in teaching subjects or areas |
| | A-2-2 引起學生學習動機與興趣。 Arousing students' learning motivation and interest | 能引發並有效維持學生學習動機與興趣。 Can arouse and effectively maintain students' motivation and interest | 能適當引起學生學習動機與興趣。 Can appropriately arouse students' learning motivation and interest | 未能引起學生學習動機與興趣。 Unable to arouse students' learning motivation and interest |
| | A-2-3 清楚呈現教學內容，並能維持教學流暢性與邏輯性。 Clearly present teaching content and maintain teaching fluency and logic | 能充分清楚講解教學內容，呈現較佳的流暢性與邏輯性。 Can fully explain the teaching content, showing better fluency and logic | 能完整清楚講解教學內容，具有流暢性與邏輯性。 Can explain teaching content completely and clearly, with fluency and logic | 未能完整講解教學內容，流暢性或邏輯性不足。 Failure to fully explain teaching content, lack of fluency or logic |
| | A-2-4 適時歸納與引導重要概念或重點。 Induct and guide important concepts or points in time | 能適時而明確歸納重要概念或重點，導引學生學習。 Be able to summarize important concepts or points in a timely and clear manner to guide students to learn | 課程教學能歸納重要概念或重點 Course teaching can summarize important concepts or points | 課程教學未能歸納重要概念或重點 Course teaching fails to summarize important concepts or points |

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| A-3 適切實施學習評量 Appropriate implementation of learning assessment | A-2-5 善用教學策略與技巧，引導學生學習。 Use teaching strategies and skills to guide students' learning | 能適切選擇並妥善運用教學策略與技巧，引導學生進行學習。 Be able to select and use teaching strategies and skills appropriately to guide students to learn | 能使用教學策略與技巧，引導學生進行學習。 Can use teaching strategies and techniques to guide students to learn | 未能適切使用教學策略與技巧，引導學生進行學習。 Failure to use teaching strategies and techniques to guide students to learn |
| | A-3-1 適時運用評量方式，了解學生的學習狀況。 Use assessment methods in a timely manner to understand the learning situation of students | 能善用形成性與總結性評量方法，了解學生學習情形。 Can make good use of formative and summative assessment methods to understand students' learning situations | 能夠通過運用形成性與總結性評量方法，了解學生的學習情形。 Be able to understand students' learning situations by using formative and summative assessment methods | 未能使用評量方法適時了解學生學習情形。 Failure to use assessment methods to understand student learning in a timely manner |
| | A-3-2 與學生共同檢討評量成果，從中了解學生學習困難，並給予回饋與指導。 Review the assessment results with students, knowing the learning difficulties of students, to give feedback and guidance | 能與學生共同檢討評量成果後，清楚掌握學生評量後的困難或迷思概念，提供即時且精確的回饋。 After reviewing the assessment results with students, can clearly understand the difficulties or myths of students to provide immediate and accurate feedback | 能與學生共同檢討評量成果後，針對困難提供即時回饋。 Be able to review the assessment results with students and provide immediate feedback on difficulties | 未能與學生共同檢討評量成果，從中了解學生學習困難，並給予回饋與指導。 Failure to review the assessment results with students to understand their learning difficulties, and give feedback and guidance |

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| | <p>A-3-3 運用評量的結果，進行教學檢討與反思。 Use the results of the assessment to conduct teaching reviews and reflections</p> | <p>能運用學生學習評量結果，檢討和反思教學優劣，規劃後續調整內容與進度。 Can use the results of student learning assessment, review and reflect on the pros and cons of textbooks and teaching, and plan subsequent adjustments to content and progress</p> | <p>能運用學生學習評量結果，檢討和反思教學優劣。 Be able to use the results of the assessment to review and reflect on teaching</p> | <p>未能運用學生學習評量結果，檢討和反思教學優劣。 Failure to use the results of the assessment to review and reflect on teaching</p> | |
| B. 班級經營與輔導 Class Management and Counselling | B-1 輔導個別學生 Counselling individual students | <p>B-1-1 尊重並保護學生隱私權，願意協助與輔導學生發展。 Respect and protect students' right to privacy, willing to assist and guide students' development</p> | <p>能樂意協助及輔導學生，並尊重、保護學生隱私。 Be willing to assist and mentor students, and respect and protect student privacy</p> | <p>能協助及輔導學生，並保護學生隱私。 Be able to assist and mentor students, and protect student privacy</p> | <p>無法或未能協助及輔導學生，或不尊重學生隱私。 Inability or failure to assist and mentor students or disrespect student privacy</p> |
| | | <p>B-1-2 了解學生次文化及其特性，並能適切的加以輔導。 Understand students' subcultures and their characteristics, and be able to counsel them appropriately</p> | <p>能深入了解青少年特性及學生次文化，並據以適切輔導學生。 Be able to in-depth understand youth characteristics and students' subcultures, and provide appropriate guidance to them</p> | <p>能了解學生次文化，並據以輔導學生。 Be able to understand students' subcultures and provide guidance to them</p> | <p>未能了解學生次文化。 Failure to understand student subculture</p> |

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| | <p>B-1-3 察覺學生的異常行為，適當處理偶發狀況，並了解通報流程。</p> <p>Detect abnormal behaviors of students, handle incidental situations appropriately, and understand the notification process</p> | <p>能敏銳察覺學生異常行為，沉穩妥當的處理偶發狀況，並給予適切相應的關懷與處理，熟悉通報流程，能於必要時尋求外在協助。</p> <p>Able to perceive students' abnormal behaviors, deal with incidental situations calmly and properly, and provide appropriate care and treatment, be familiar with the notification process, and seek external assistance if necessary</p> | <p>能察覺學生異常行為，適當處理偶發狀況，並了解通報流程。</p> <p>Be able to detect abnormal behaviors of students, handle incidental situations appropriately, and understand the notification process</p> | <p>未能察覺學生異常行為，或未處理偶發狀況，或處理失當，或不清楚通報流程。</p> <p>Failure to detect abnormal behavior of students, or deal with occasional conditions, or to handle improperly, or not to understand the notification process</p> |
| <p>B-2 建立有助於學習的情境</p> <p>Create learning situations</p> | <p>B-2-1 參與班級空間規劃與學習環境安排，及營造正向支持的班級氛圍。</p> <p>Participate in class space planning and learning environment arrangements, and create a positive supportive class atmosphere</p> | <p>能依學生及課程需要，利用正向行為支持概念，安排適當之學習情境(含學習環境調整)。</p> <p>Can use the concept of positive behavior support according to the needs of students and curriculum to arrange appropriate learning situations (including adjustment of learning environment)</p> | <p>能參與班級空間及學習環境規劃與安排、並協助營造正向支持的班級氛圍。</p> <p>Can participate in class space and learning environment planning and arrangement, and help create a positive supportive class atmosphere</p> | <p>未能參與學習環境之安排或調整，或未能營造正向支持的班級氛圍。</p> <p>Failure to participate in the arrangement or adjustment of the learning environment, or to create a positive atmosphere in the class</p> |

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| Actively participate in parent-teacher-students activities | B-2-2 熟悉制訂與維護班級團體規約的技巧。 Familiar with the skills of formulating and maintaining classroom rules | 能熟悉班級團體規約制定之原則與技巧，並協助落實，促進班級之學習風氣及友善氛圍。 Familiar with the principles and skills of classroom rules, and assist in the implementation, promote the learning atmosphere and friendly atmosphere of the class | 能知悉班級團體規約制定之技巧，並協助落實 Be able to understand the skills of class group rules and assist in the implementation | 未能知悉班級團體規約制定之技巧，或未能加以維護。 Failure to understand or maintain the skills of class group protocols |
| | B-3-1 與實習班級導師討論班務及學生狀況，並願意協助處理班務。 Discuss class and student status with the internship instructor and be willing to assist with class work | 能與實習輔導教師討論班務及學生狀況，研擬班級經營方向或學生輔導方式，並積極協助處理班務。 Be able to discuss classwork and student status with internship tutors, develop class management directions or student coaching methods, and actively assist with classwork | 能與實習輔導教師討論班務及學生狀況，且願意協助處理班務。 Be able to discuss classwork and student status with internship teachers and willingness to assist with classwork | 未能或很少與實習輔導教師討論班務及學生狀況，或不願協助處理班務。 Failed or rarely discussed classwork and student status with internship teacher, or unwilling to assist with classwork |
| | B-3-2 了解親師座談會的流程與規劃方式。 Understand the process and planning methods of the parent-teacher forum | 能充分熟悉親師座談會的流程與規劃方式及議題掌握。 Familiar with the process and planning methods and topics of the parent-teacher forum | 能了解親師座談會的流程與規劃方式。 Understand the process and planning methods of the parent-teacher forum | 未能了解親師座談會的流程，或未學得規劃方式。 Failure to understand the process and planning methods of the parent-teacher forum |

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| | B-3-3 參與班級親師活動，並學習有效的親師溝通技巧。 Participate in parent-teacher activities in the class and learn effective parent-teacher communication skills | 能完整參與班級親師活動，見習實習輔導教師與家長之各種互動，以掌握親師合作技巧。 Be able to fully participate in parent-teacher activities in the class, trainee teachers and parents in various interactions to master parent-teacher cooperation skills | 能參與見習實習輔導教師與家長之互動，以學習有效的親師溝通技巧。 Be able to participate in the interaction between trainee teachers and parents to learn effective parent-teacher communication skills | 未曾或鮮少參與班級親師活動。 Have never or rarely participated in classroom parent-teacher activities | |
| D. Professional Advancement and Service C. 專業精進與服務 | C-1 認識並支援學校行政 Know and support school administration | C-1-1 了解各處室工作職掌與內容。 Understand the role and content of each administration office | 能熟悉各處室工作職掌與內容。 Familiar with job functions and contents of various offices | 能了解各處室工作職掌與內容。 Be able to understand the functions and contents of various offices | 未能了解各處室工作職掌與內容。 Failure to understand the functions and contents of various offices |
| | | C-1-2 了解學校活動與行政程序。 Understand school activities and administrative procedures | 能熟悉學校各項活動與行政流程。 Familiar with school activities and administrative processes | 能了解學校各項活動與行政流程。 Understand school activities and administrative processes | 未能了解學校各項活動與行政流程。 Failure to understand school activities and administrative processes |
| | | C-1-3 協助支援學校行政工作。 Assisting and supporting school administration | 能主動協助支援學校行政工作。 Actively assist and support school administration | 能協助支援學校行政工作。 Can assist in supporting school administration | 消極或不願支援學校行政工作。 Passive or unwilling to support school administration |

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| | | 優良 Excellent | 通過 Pass | 待改進 To be improved |
| C-2 累積專業知能與自信 Accumulated professional knowledge and confidence | C-2-1 了解教育時事與議題。 Understanding educational events and issues | 能積極關心並分析理解重要議題。 Be able to actively care and analyze important issues | 能了解重要教育議題 Be able to understand important educational issues | 未能關心或不熟悉教育議題 Failure to care or unfamiliar with educational issues |
| | C-2-2 觀摩與學習其他教師的教學技巧與經驗。 Observation and learning the teaching skills and experience from other teachers | 能充分投入觀摩學習其他教師的教學技巧與經驗 Fully invested in observing and learning the teaching skills and experience from other teachers | 能觀摩並學習其他教師的教學技巧與經驗 Be able to observe and learn teaching skills and experiences from other teachers | 較少觀摩並學習其他教師的教學技巧與經驗 Less observation and learning of teaching skills and experience from other teachers |
| | C-2-3 參與研習，並適切應用研習或研究成果於教育工作。 Participate in workshop and apply learning or research results to education | 能積極參與研習，並適切應用研習或研究成果改進個人教學品質與效能。 Can actively participate in workshop and appropriately apply learning or research results to improve personal teaching quality and effectiveness | 能參與研習，提升教學知能 Can participate in workshop and improve teaching knowledge | 較少參與研習，忽略教學知能提升。 Less participation in workshop, neglecting teaching knowledge promote |

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| Compliance with Educational Professional Ethics and Norms C-3 遵守教育專業倫理與規範 | C-3-1 了解及遵守師資培育機構與實習機構之規範。 Understand and follow the norms of teacher training institutions and internship institutions | 能明確了解及遵守師資培育機構與實習機構之規範。 Be able to clearly understand and follow the norms of teacher training institutions and internship institutions | 能了解及遵守師資培育機構與實習機構之規範。 Be able to understand and follow the norms of teacher training institutions and internship institutions | 無法了解及遵守師資培育機構與實習機構之規範。 Unable to understand and follow the norms of teacher training institutions and internship institutions |
| | C-3-2 注意個人言行舉止，展現教師專業形象。 Pay attention to personal behavior and show the professional image of teachers | 能隨時注意個人言行舉止，充分展現教師專業形象。 Be able to pay attention to personal behaviors at all times, fully displaying the professional image of teachers | 能注意個人言行舉止，展現教師專業形象。 Be able to pay attention to personal behaviors and demonstrate the professional image of teachers | 未能注意個人言行舉止，展現教師專業形象。 Failure to pay attention to personal behavior, showing professional image of teachers |
| Dedicated to teaching C-4 熱忱投入教職工作 | C-4-1 展現主動積極的實習態度與教育熱情。 Demonstrate a proactive attitude and educational enthusiasm | 能充分展現主動積極的實習態度與教育熱情。 Can fully demonstrate the active attitude and enthusiasm for education | 能展現主動積極的實習態度與教育熱情。 Demonstrates a proactive attitude and educational enthusiasm | 缺乏主動積極的實習態度與教育熱情。 Lack of proactive attitude and educational enthusiasm |
| | C-4-2 樂於與其他教師互動，展現協作與分享能力。 Willing to interact with other teachers to demonstrate collaboration and sharing skills | 能熱切與其他教師互動，展現協作與分享能力。 Be able to interact eagerly with other teachers to demonstrate collaboration and sharing capabilities. | 能與其他教師互動，展現協作與分享能力。 Be able to interact with other teachers to demonstrate collaboration and sharing capabilities | 較少與其他教師互動，展現協作與分享能力。 Less interaction with other teachers, demonstrate collaboration and sharing capabilities |

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| <p>評量等第 Rating：</p> <p>「優良」：係指實習學生之表現，除達到指標與內涵之標準外，能更進一步有預期之上的卓越表現。 Excellent: In addition to meeting the standards of indicators and content, the performance of the intern students can achieve further outstanding performance</p> <p>「通過」：係指實習學生之表現，能達成並符合指標與內涵之標準。 Pass: The performance of the intern students can achieve and meet the criteria and indicators</p> <p>「待改進」：係指實習學生之表現，未達指標與內涵之標準，仍有改進之空間。 To be improved: There is still room for improvement in the performance of internship students if they fail to meet the index and standards</p> | | | | |