

王保玲博士簡介

12254 Cuesta Drive, Cerritos, California 90703
(562) 925-5566, Ext. 25018 Fax (562) 921-9958 E-mail:
pao-ling.guo@abcusd.k12.ca.us

(一) 學歷：

1. 國立臺灣師範大學教育系文學士
2. 美國紐約大學教育科技與諮商碩士
3. 美國南加州大學教育領導學系博士(2003 年)

(二) 簡歷：

1. 1978—1984 年，臺北市師院附小教師
2. 1990 年，中學教師和 ABCUSD 區域資源專家。
3. 2004 年，加州教師認證委員會非英語系語言諮商小組成員
4. 2004 年—迄今，Toastermaster International Club 秘書。
5. 南加州中國文化協會名譽董事會成員
6. 加州成人教育會議成員
7. 2007 年 3 至 5 月於加州 Fresno 的區別化教學與評鑑會議發表論文。

(三) 著作：

書籍一本、三本有聲書與 200 多則教育議題文章刊登於 Chinese Daily News Weekly。

(四) 服務學校：

任職的 ABC 成人學校是加州地區第 15 大成人學校，每年為約 17000 位成人提供學習。王博士擔任 ABC 聯合成人學校加州 Cerritos 校區副校長，負責 54 位教師之發展與視導，督導超過 220 個課程部門，並與其它成員精心安排 13 個不同的領域教學。

(五) 行政職責：

1. 負責教師與協助人員間的溝通，以及協調行政區對學校的準則、教學標準和期望。
2. 協助教師表現專業能力與促進專業成長。
3. 整頓教育系統，協助教師完成有效教學。
4. 發展與改進能夠產生學生有效學習的教學技能。
5. 提供能夠決定雇用狀態的資料，並提供協助給需要改進的成員。
6. 當教師未達設定的目標時，提供有關終止聘用的文件。

Pao-Ling W. Guo, Ed.D.

12254 Cuesta Drive Cerritos, California 90703
(562) 925.5566, Ext. 25018, Fax (562) 921-9958
Email: pao-ling.guo @abcusd.k12.ca.us

Dr. Pao-Ling W. Guo is the assistant principal of ABC Adult School in the ABC Unified School District in Cerritos, California. ABC Adult School serves an average of 17,000 adult students per year and is the fifteenth largest adult school in the State of California.

Dr. Guo's responsibilities as an assistant principal for ABC Adult School include, but not limited to, supervision and evaluation of 54 teachers, monitoring over 220 sections of classes and collaborating with staff at 13 different instructional sites.

Dr. Guo's administrative responsibilities in the areas of supervision and evaluation require her to: . Communicate to all personnel, teachers and supporting staff, the criteria, teaching standards, and expectations of schools and the district. . Assist teachers in improving their performance on the job and enhance professional growth and improvement. . Strengthen the education system that makes it possible to be an effective teacher. . Develop, improve, and maintain teaching skills and behaviors that result in student achievement. . Provide information which facilitates decisions relative to employment status, including assistance for employees needing remediation. . Provide major documentation leading to termination of employment in instance where the teacher does not meet mutually established objectives.

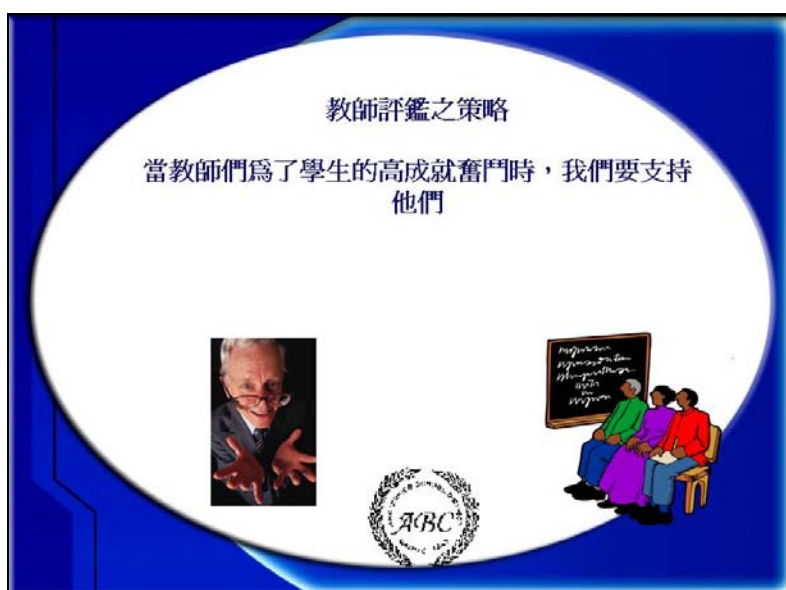
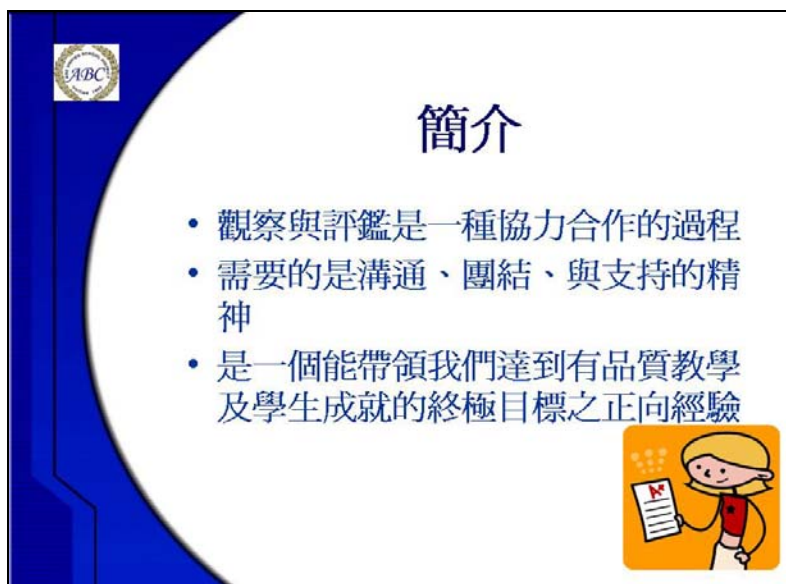
Dr. Guo earned a Bachelor of Arts degree in Civic Education from National Taiwan Normal University, Masters Degree in Educational Communication and Technology from New York University. Dr. Guo earned her Doctorate in Educational Leadership from University of Southern California in 2003.

Prior to becoming the ABC adult school assistant principal, Dr. Guo served as an elementary school teacher, high school teacher and the district resource specialist in the ABCUSD since 1990. She also taught at Taipei Teachers' College Elementary School in Taipei, Taiwan from 1978-1984.

Dr. Guo is a book author and has been involved in a variety of additional educational activities including published one paper book form, three audio book sets and has more than 200 education articles published in the Chinese Daily News Weekly.

She served as an Advisory Panel member for the Language other than English Subject for the California Commission on Teacher Credentialing in 2004, served as a secretary for the Toastermaster International Club in 2004 and currently, serves as an Honorary Board Member for Chinese Culture Association of Southern California. She is a member of the California Council of Adult Education.

Dr. Guo presented in many conferences during her years as a high school foreign language teacher and as an administrator. Her most recent presentation was "Differentiated Instruction and Assessment" at California Adult Education State Conference held at Fresno, California, from May 3-5, 2007.





評鑑反思

- 想想你以前當老師時的評鑑經驗中
 - 什麼是正面的?
 - 什麼會有不同結果?
 - 什麼是可以改善的?



評鑑之目的:

- 為了觀察、發展、並改善那些會影響學生成就的教學技巧與行為
- 為了支援在教室中的教師
- 為了傳遞學區或教育主管單位對於教師表現之期望 (教學專業標準)
- 決定教師聘任資格的資訊，包括：為須改進的教師提供協助
- 如果未能達到標準或目標時，可成為終止聘約的主要文件依據





有效評鑑之基本要素:

- 評鑑準則應該是透明而正當的
- 教師需要明確而及時的回饋意見
- 當計畫或敘述評鑑時，不論教師的文化背景為何，都需留心檢查這些評鑑對於全國教師之適用性，





有效評鑑之基本要素:

- 使用評估標準對教師表現進行系統式的分析，能幫忙指出哪些教學部份是需要改善的





有效評鑑之基本要素:

- 健全的評鑑不但是教學進步程度的量測表，也是指引未來教學方向的指南針





迷思

教師假設:

“我們老師做得怎樣是很清楚明顯的，學生跟他們的父母也都知道，我不需要評鑑讓我變成更好的老師”





然而，我們還沒說清楚

- 對教師而言：怎樣才是專業的
- 對州政府而言：教師們表現的如何
- 對教育專業領域而言：怎樣的學習、知識、或技巧才是最有價值的





有一個關鍵問題是.....

- 我們為教師設定的目標與如何去評鑑教師之間的關連是什麼？





一個關鍵的行動

- 使用專業教學標準來進行教師評鑑，反映出教師從被動的被評鑑者變成主動的評鑑團隊的一員





可信賴度與意義

- 建立與教師公開談論教室內活動的一種機制
- 建立教師的信賴，因而在評鑑過程中他們不會覺得不舒服
- 藉由個人化而明確的回饋與評論，使得評鑑過程變得有意義





評鑑要點

- 持續進行的過程
- 聚焦在過程而不是在文件處理
- 評鑑過程優先
- 我們對時間的運用表達出，作為領導者，我們認為何者是重要的-亦即組織內的優先順序為何
- 有品質之教學是重要的





評鑑要點

- 了解主管機關政策及聘約
- 記住試用期及永久聘僱教師之約滿期限
- 使用正確的表格





評鑑程序

- 專業評鑑會議
- 課堂觀察
- 觀察後之會議
- 總結評鑑





專業評鑑會議

- 檢視評鑑程序與表格
- 決定共同同意之標準
- 檢視評估技術-分享你的期望
- 檔案要留一份在你的辦公室裡-有簽名的
- 分享你巡堂的過程-臨時的或安排好了的?
- 不可以有意外的突襲!





指引: 共同決定的標準

- 自己看熟**CSTP**
- 六個標準中，每個標準至少選出一項元素
- 一起選擇並同意- 例如有-"為何你選擇這項元素?"的對話





課堂觀察

- 在初始評鑑會議之後開始
- 事前計劃
- 至少觀察兩次
- 在教室內移動
- 看看學生的作品
- 如果可能的話，問問學生問題





課堂觀察

- 找出教學目的及與標準之間的連結
- 強項與需改進處 (+ or -)
- 逐字稿/筆記：使用明確的範例
- 在容許範圍內多去幾次
- 短時間內得到一個合適的圖像
- 迅速記下問題並以明確的例子來發問





會議過程

- 觀察後會議應於五天之內舉行
- 專任教師正式觀察表：事先完成或於會議中同時完成-依個人行事風格決定
- 使用正確的表格並記得簽名
- 使用你的觀察筆記
- 舉出課堂觀察中所得之明確事例





自我分析

親愛的_____,
很開心能觀察你的課，請計劃一下在_____(時間地點)____與我會面，討論一下有關課堂觀察的幾個問題，如下：

自我分析

- 學生在那些事情做得很好？
- 你幫了他們什麼，使他們做得好？
- 學生在那些事情是有困難的？

對於那些有困難的學生，如果你再上一次課的話，會做怎樣的改變來幫助他們？





總結/正式評估

- 在_____(我的學校是**5月15日**)之前完成並送出書面表格給教師
- 使用專任教師評鑑報告表
- 評論教師於一整年的整體表現，不管是教學相關或是教學以外的表現。





正式評鑑：成功的小秘訣...

- 合作的過程
- 教師最自豪之處為何？
- 教師達成標準的跡象
- 學生學習成果的跡象
- 由課堂得到一些明確而能引用來跟教師討論的事例





重要日期

取樣自 ABC 學區之日期

- 對永久教師: 每兩年評鑑一次, 有些學區是每三年一次。
- 10月15日之前: 評鑑開始
- 12月20日之前: 如果會議或是書面報告會顯示出一位臨聘或試用教師必須要做出改善或者直接不建議續聘, 它們應在此日期前完成。
- 2月3日之前: 如果沒有完成令人滿意的改善, 評鑑者應通知教師他/她未獲得推薦續聘。第二次的觀察表與報告 應於此次會面之前完成。





保持有組織的狀態

- 熟悉檔案位置及教育主管辦公室
- 標記好拜訪以及訪後會議的日期
- 每年檢視試用、臨聘及實習教師的清單
- 瞭解你的學校的“評鑑文化”
- 溝通!
- 有疑問時與教育主管單位聯繫





藉由系統化的評鑑系統來找跡象

- 評鑑結果不但可作為教學力量的量測表, 同時也是指引未來教學方向的指南針時, 所有的參與者包含教師、行政人員、以及學生都會受惠。





..的標準

創造並維持有效學習環境





藉由系統化的評鑑系統來學習

- 在評鑑進行中，教師發現他們的教學也進化了：什麼技巧能幫學生最有效率地學習，什麼策略又能支援學生去學習哪些技巧。
- 教師越明白學生知道些什麼以及在想些什麼，他們就越有能力去改善其教學，也越能為學生創造成功的機會。





藉由系統化的評鑑系統來學習

—做為一位行政人員

- 利用這些標準創造一個表現取向的評鑑系統，時時連結教學與學生的學習
- 藉由教師的發展，支援教師在專業教學標準中成長。
- 協助開發一個全部門的或全校性的平台，以展現優秀的教師。
- 使評鑑的標準及目標明確化，並給予教師重點式的回饋意見，讓他們明瞭他們在教室中的努力是如何地支持著這些標準。





藉由系統化的評鑑系統來學習 --做為一位行政人員

- 藉由提供一些合適的行為樣本，包含符合標準需求的、超越標準需求的、及不符合標準需求的，幫助教師了解何謂好的工作表現。
- 用明確的方式經常給教師回饋意見以改善標準。
- 教導教師自我反思的技巧，包含知道他們的教學如何符合標準需求，也知道哪一些是他們必須改善的。
- 對期望中的教師成果，有清楚認識而設計評鑑過程。





藉由系統化的評鑑系統來學習

- 教師使用“標準”來評估其教學。
- 反思他們的教學是像標準還是跟標準不同，並思考如何改善。
- 學習尊重他們自己的專業。
- 收集行為範例並與同事用“共通的語言”進行討論。
- 學習努力與成果之間的關係。





加州教學專業標準(CSTP)

- 標準簡介
- 標準的組織
- 教學標準之目的與使用。
- 標準的基礎
- 加州教學現況
- 教學之全面觀
- 教學的發展觀點





..的標準

吸引學生學習並投入支援





..的標準

創造並維持有效學習環境





..的標準

了解並組織學科內容





..的標準

計畫教學並設計學習經驗





..的標準

學生學習成效評量





..的標準

發展為專業教育家





真正的教育是...

- “一生中不間斷的經驗，把個人的生命片段，連接成一張由意義、洞察力、與理解力所製成的，永遠擴展的網。”

~引述自Campbell (1995)





教育：
我們的競爭優勢
我們正在創造不同嗎？





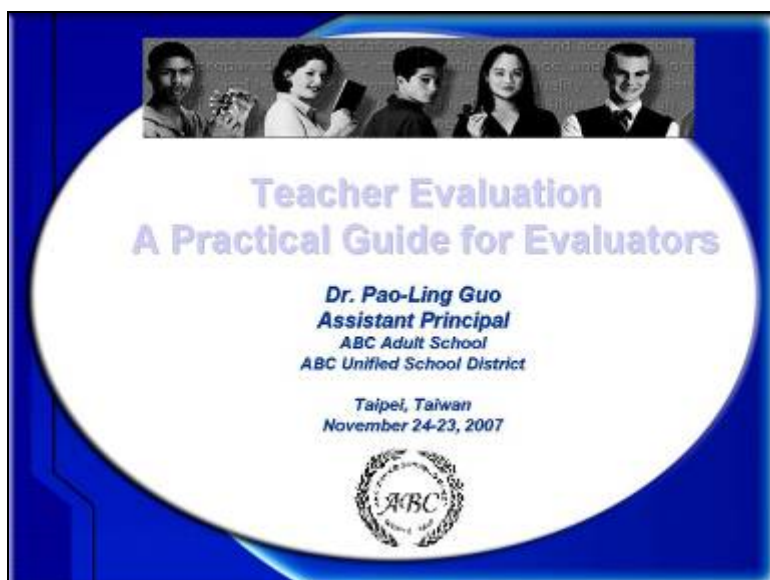
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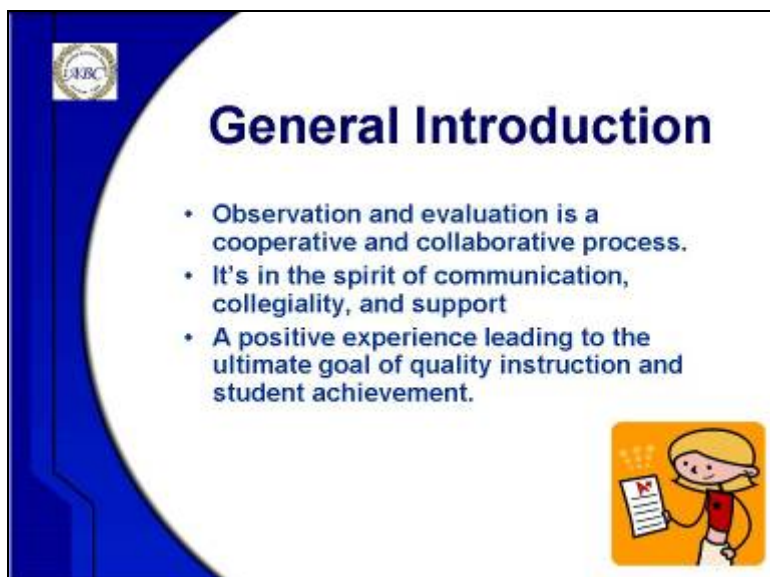
**最重要的事就是，
永遠將最重要的事
當成最重要的事**

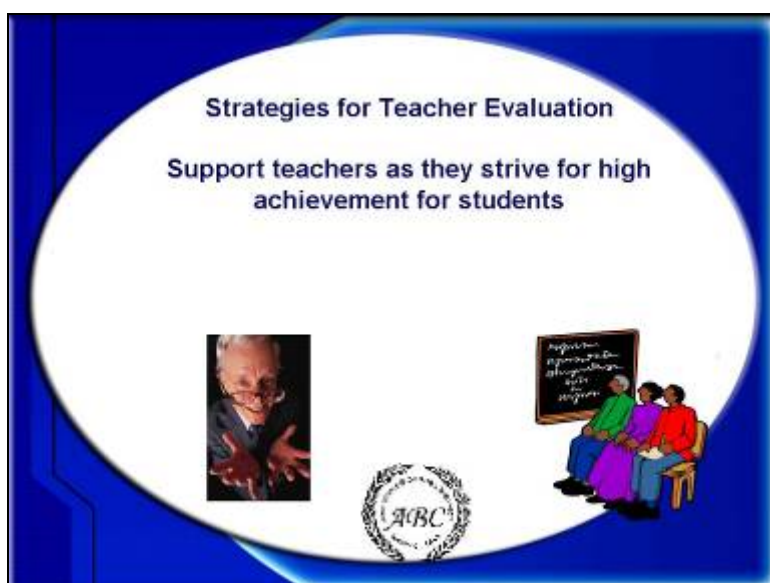
~ J.F.K.甘迺迪總統

也就是：改善教學的品質











Evaluation Reflection

- Think about the evaluation experience you had as a teacher
 - What was positive?
 - What made a difference?
 - What could have been improved?



Purpose of Evaluation:

- To monitor, develop, and improve teaching skills and behaviors that result in student achievement
- To support teachers in the classroom
- To communicate District or Department of Education's expectations for performance as a teacher (Standards for the teaching profession)
- To provide information which facilitate decisions relative to employment status, including assistance for employees needing remediation
- To provide major documentation leading to termination of employment in instance where standards and objectives are not met.





The fundamentals of effective Evaluation:

- Criteria for evaluation should be transparent and justifiable.
- Teachers need specific and timely feedback on their work.
- When planning and wording evaluations, it is vital to mentally check their appropriateness to all teachers in the nation, whatever their cultural differences.





The fundamentals of effective evaluation:

- Systematic analysis of teachers' performance on assessed standards can help identify areas of the instructions which need improvement.





The fundamentals of effective evaluation:

- Sound evaluation should be both a barometer of how well instructions are progressing as well as a compass indicating future instructional direction.





The Essential Error

Teachers' Assumption:
"What we did as an instructors was clearly evident and known to all students, and parents. I don't need the evaluation to make me a better teacher"





However, We have not made it clear

- To teachers: What is to be professional
- To State: How well teachers are to perform
- To Educational communities: What learning, knowledge, or skills is of most worth.





A Key Question to ask is.....

- What is the match between what our goals are for our teachers and how we are evaluating them?





A Key Movement

- The movement of using the professional teaching Standards toward teacher evaluation reflects the shift from teachers as passive evaluatees to active evaluation team





Trustworthiness and purposeful

- Establish the ability to have an open dialogue with teachers about what is going on in their classroom
- Establish trust with teachers so they feel comfortable with the process
- Make the process meaningful by making the feedback and comments personal and specific.





Evaluation Highlights

- On-going process
- Focus on the process rather than paperwork
- Make the evaluation process a priority
- How we spend our time demonstrates what is important to us as leaders-what the priorities are within the organization
- Quality teaching matters





Evaluation Highlights

- Know Department policies and contract language
- Remember the due dates for probationary and permanent teachers
- Use proper forms





Evaluation Procedure

- Professional Evaluation Conference
- Classroom Observations
- Post Observation Conferences
- Summary Evaluation





Professional Evaluation Conference

- Review evaluation process and forms
- Determine “mutually determined standards
- Review techniques for assessment-Share your expectations
- Keep a copy in your office file-get a signed copy
- Share your process for visiting classrooms-drop-ins or scheduled?
- No surprises!





Guidelines: Mutually Determined Standards

- Familiarize yourself with the California Standards for the Teaching Profession
- Select at least one element for each of the six standards
- Select and agree upon together-have conversation-”Why are you choosing this element?





Classroom Observations

- Begin after initial evaluation conference
- Plan ahead
- At least two observations
- Move around the room
- Look at student work
- Ask students questions if possible





Classroom Observations

- Look for purpose and link to standards
- Strengths and areas of refinement (+ or -)
- Script/notes: Use specific examples
- Frequency is important for comfort level
- Get a good picture in a short period of time
- Jot down questions to ask-with specific examples





Conferencing Process

- Post observation conference to be held within 5 days after the observation
- Certificated Employee Formal Observation Form: Completed prior or together-matter of style.
- Use proper form-remember to sign
- Use your notes
- Provide specific examples from the lesson





Self Analysis

Dear _____,
I enjoyed observing your class. Please plan to meet with me in _____ on _____ at _____ to discuss the questions below as they pertain to the lesson I observed.

Self Analysis

- What did the students do well?
- What did you do to help the students do well?
- What did the students have difficult with
- What would you do differently to help students with the difficulty(ies) they had?





Summary/Formal Evaluation

- Complete and submit written form to teachers prior to ____ (May 15th for my school)
- Use the Certificate Employee Evaluation Report Form
- Comments about the overall performance of the teachers in both instructional and non-instructional areas during the school year.





Formal Evaluation: Tips for Success...

- Cooperative Process
- What is the teacher proud of?
- Evidence of standards being met
- Evidence of student work
- Specific examples from lessons that you can cite and discuss with the teacher





Important Dates

Sample dates of ABC School District

- Permanent teachers: Every other year. Some school district do every three years.
- Prior to October 15th: Process must begin
- Prior to December 20th: Conference and report indicating that a "temp or prob" teacher needs to make necessary improvements or may not be recommended for reemployment
- By February 3: If satisfactory improvement has not been made, the evaluator shall notify teacher that he/she is not being recommended for re-employment. The second observation and report must be completed prior to this meeting.





Staying Organized

- Site files versus Department of Ed. Office
- Calendar visits and post-conference
- Review your list-Prob1&2, temp and interns-every year
- Know your school's "Culture of Evaluation"
- Communicate!
- When in doubt-Check the Department of Ed.





Finding from Systematic Evaluation System

- When evaluation results are used as a barometer to measure the strength of teaching and as a compass to show the direction of future professional growth, all participants: teachers, administrators, and students benefit.





Learning from Systematic Evaluation System

- In a learning organization, teachers are designers, stewards and leaders. They are responsible for building class(es) where students continually expand their responsibilities to understand complexity of physical and mental well-being.





Learning from Systematic Evaluation System

- Teachers find themselves transforming their teaching as ongoing assessment: what help students learn most effectively, and what strategies support students learning of these skills.
- The more teachers understand about what students know and how they think, the more capacity they leave to reform their instruction, and the more opportunities they create for student success.





Learning from Systematic Evaluation System --As An Administrator

- Utilize the standards to create a "performance" based evaluation system that links teaching and students learning overtime.
- Support teachers in their growth in professional Teaching Standards through staff development.
- Support development of a department wide or school wide system that showcases teachers.
- Make the standards and objectives of "evaluation" clear and give focused feedback to teachers on how their classroom efforts support these standards.





Learning from Systematic Evaluation System --As An Administrator

- Help teachers see *what* good work looks like by providing adequate samples of work that meets standards' requirements, exceeds requirements and does not meet requirements.
- Provide teachers with frequent feedback on specific ways to improve standards.
- Teach teachers self reflective skills which include the ability to see how their teaching meets the standards requirement and what they need to change to improve.
- Design evaluation process with a clear view of the teacher outcomes expected





Learning from Systematic Evaluation System

- Teachers use "standards" to assess their instruction.
- Reflect on how their teaching is like/different from the standards and what they need to do to improve.
- Learn to value their profession.
- Collect work over time and discuss it with their fellow teachers with "common languages".
- Learn the relationship between effort and outcomes.





California Standards for the Teaching Profession

- Introduction to the Standards
- Organization of the Standards
- Purposes and uses of the Teaching Standards
- Foundations for the Standards
- Context of Teaching in California
- A Holistic Vision of Teaching
- A developmental View of Teaching





Standard for..

Engaging and Supporting All Students in Learning






Standard for..


Creating and Maintaining Effective Environments for Student Learning





Standard for..

Understanding and Organizing Subject Matter for Student Learning





Standard for..

Planning Instruction & Designing Learning Experiences for All Students






Standard for..


Assess Student Learning





Standard for..

Developing As A Professional Educator





True Education is...

- “A lifetime of seamless experience, connecting individual episodes into an ever expanding web of meaning, insight and understanding”

~Campbell (1995)





Education : Our Competitive Edge

are we making a
difference ?





Remember:

***The Main Thing is
Keeping the Main
Thing the Main
Thing***

~ John F. Kennedy



***Improving the Quality of
Teaching***
