**外籍英語教師期末訪視評鑑表**

**On-site Evaluation Form**

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| 學校名稱School： | | | | | | |
| 外籍英語教學人員姓名（下稱外師）  Name of Foreign English Teacher： | | | | | | |
| 協同中師姓名Taiwanese Co-Teacher： | | | | | | |
| 教學班級Class： | | | | | | |
| 教學單元Teaching Unit： | | | | | | |
| 節次Period： | | | | | | |
| 本班（\_\_\_\_\_年\_\_\_\_\_班）協同中師係Co-teacher of the Class \_\_\_\_\_ is:   * + 專任合格英語教師/A Qualified English Teacher   + 代理代課英語教師/A Substitute English Teacher   + 一般導師/A Homeroom Teacher   其他/Others \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (請註明/Please specify.) | | | | | | |
| 日期Date (YYYY/MM/DD)： | | | | | | |
| **評分標準/ Rating Rubric：**  **5 =優/Excellent；4 =良/Good；3 =可/Fair；2 =差/Poor；1 =劣/Very Poor** | | | | | | |
| 回饋項目與指標Item and index | 回饋結果Result | | | | | 得分與建議  Score and Suggestions |
| * + - 1. **教材準備與設計Preparation and Design** | | | | | | |
| 1. 教材組織與選擇合宜   The organization and selection of teaching materials are appropriate. | 5 | 4 | 3 | 2 | 1 | 得分：  ( )/30  建議： |
| 1. 教學內容完整明確   Lesson contents are complete and concise. | 5 | 4 | 3 | 2 | 1 |
| 1. 教學內容適當實用   Lesson contents are appropriate and practical. | 5 | 4 | 3 | 2 | 1 |
| 1. 教學的組織邏輯清楚   Instruction is given in a logical and efficient manner. | 5 | 4 | 3 | 2 | 1 |
| 1. 教學符合學生能力與需求，考量個別差異   Teaching meets the varied abilities and needs of learners and takes individual differences into consideration. | 5 | 4 | 3 | 2 | 1 |
| 1. 妥適調整教學時間   Class time is effectively used according to the needs of the class. | 5 | 4 | 3 | 2 | 1 |
| * + - 1. **教學方法與運用Teaching Method** | | | | | | |
| 1. 教學策略符合教材性質   Teaching techniques are effective for delivering specific material. | 5 | 4 | 3 | 2 | 1 | 得分：  ( )/30  建議： |
| 1. 教學策略適當且多元   Teaching strategies are appropriate and diverse. | 5 | 4 | 3 | 2 | 1 |
| 1. 重視學生聽說讀寫基本能力的培養   Teacher focuses on preparing students’ reading, writing, speaking, and listening skills. | 5 | 4 | 3 | 2 | 1 |
| 1. 營造合作學習氣氛   Teacher creates a cooperative learning atmosphere. | 5 | 4 | 3 | 2 | 1 |
| 1. 善用作業擴大學生學習成果   Assignments are well organized to maximize students’ learning outcomes. | 5 | 4 | 3 | 2 | 1 |
| 1. 建立良好的教室常規與程序   Classroom rules and procedures are well established and followed. | 5 | 4 | 3 | 2 | 1 |
| * + - 1. **教學活動Teaching Activities** | | | | | | |
| 1. 善用教具輔助教學   Teacher makes good use of teaching resources to assist teaching and learning. | 5 | 4 | 3 | 2 | 1 | 得分：  ( )/35  建議： |
| 1. 教學方式能顧及不同程度學生之需要   Teaching methods meet the diverse needs of students with different ability levels. | 5 | 4 | 3 | 2 | 1 |
| 1. 教學活動生動活潑   Teaching activities are engaging. | 5 | 4 | 3 | 2 | 1 |
| 1. 能適當給予學生讚美與增強，並提供低成就的學生成功的機會   Teacher uses praise and compliments to encourage students and provides opportunities for lower-ability students to garner praise. | 5 | 4 | 3 | 2 | 1 |
| 1. 配合教學活動佈置教學情境   Teaching environment arrangement complements educational activities. | 5 | 4 | 3 | 2 | 1 |
| 1. 學生學習活動反應積極，興趣濃厚   Students show great interests in learning and are fully engaged in class. | 5 | 4 | 3 | 2 | 1 |
| 1. 教師營造學習的教室氣氛   Teacher creates a classroom atmosphere conducive to learning. | 5 | 4 | 3 | 2 | 1 |
| * + - 1. **外師Foreign English Teacher** | | | | | | |
| 1. 外師發音、音量及速度良好   Teacher’s pronunciation, volume, and speech rate are appropriate. | 5 | 4 | 3 | 2 | 1 | 得分：  ( )/35  建議： |
| 1. 外師授課用字與文法使用適當，並能以全英語授課   Teacher uses proper vocabulary and grammar when teaching. English is used for the whole class. | 5 | 4 | 3 | 2 | 1 |
| 1. 外師教材呈現條理清楚   Teacher delivers teaching materials in a logical and clear way. | 5 | 4 | 3 | 2 | 1 |
| 1. 外師講解清晰有條理   Teacher provides students with clear and organized instruction. | 5 | 4 | 3 | 2 | 1 |
| 1. 外師具備教學熱忱   Teacher possess strong teaching enthusiasm. | 5 | 4 | 3 | 2 | 1 |
| 1. 外師教學態度和藹可親   Teacher is friendly and accessible for all students. | 5 | 4 | 3 | 2 | 1 |
| 1. 外師具專業精神儀表   Teacher upholds professional attitude and standards. | 5 | 4 | 3 | 2 | 1 |
| * + - 1. **協同教學Co-Teaching** | | | | | | |
| 1. 協同教學設計良好   Co-teaching is well-designed and the role and responsibility of both sides are clearly and appropriately defined. | 5 | 4 | 3 | 2 | 1 | 得分：  ( )/20  建議： |
| 1. 與中師協同教學過程流暢   The instructional procedures of co-teaching are fluent between TFET(Taiwan Foreign English Teacher) and Taiwanese teacher. | 5 | 4 | 3 | 2 | 1 |
| 1. 能與中師配合強化教學，深化學生學習與理解   TFET works effectively with Taiwanese teacher to reinforce students’ learning and understanding. | 5 | 4 | 3 | 2 | 1 |
| 1. 與中師一起營造良好學習環境及上課氣氛   TFET cooperates with Taiwanese teachers to effectively create a supportive, safe, engaging, and pleasant learning environment. | 5 | 4 | 3 | 2 | 1 |
| 總分/ Total Score:  85-100: 表現佳(Good)  70-85: 需輔導(ok)  Under 70: 加強輔導，擇期再評  (Need Improvement) | \_\_\_\_\_\_分/points | | | | | |
| 考核委員簽章(名)： |  | | | | | |
| 教學組長簽章(名)： |  | | | | | |
| 教務主任簽章(名)： |  | | | | | |
| 校長簽章(名)： |  | | | | | |