

## 教學觀察表 Observation Form

(Advisor)

The purpose of this form is to prompt discussion and reflection on different aspects of (co-)teaching.

<b>縣市 Site</b>	Beidou	<b>學校名稱 School</b>	Beidou Elementary School	<b>協同教師 ETA/LET</b>	Emily / Yinhsueh
<b>日期 Date</b>	November 19, 2024		<b>時間 Time</b>	11:20-12:00	
<b>觀課年級 Grade</b>	6th		<b>主題/單元 Topic/Unit</b>	Daily Routines	
<b>協同教學模式 Co-teaching Models</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> 一人教學, 一人觀察 One teach, one observe             </div> <div style="width: 50%;"> <input type="checkbox"/> 團隊教學 Team teaching             </div> <div style="width: 50%; background-color: yellow;"> <input checked="" type="checkbox"/> 一人教學, 一人協助 One teach, one assist             </div> <div style="width: 50%;"> <input type="checkbox"/> 分站教學 Station teaching             </div> <div style="width: 50%;"> <input type="checkbox"/> 平行教學 Parallel teaching             </div> <div style="width: 50%;"> <input type="checkbox"/> 替代性教學 Alternative teaching             </div> <div style="width: 50%;"> <input type="checkbox"/> 其他 Others _____             </div> </div>				

協同教學項目 Aspects of Co-teaching and Standards	建議 Comments
<b>教學設計與執行</b> <a href="#">課程標準</a> 1, 3 & 5 <b>Planning and Implementing Instruction</b> Standard 1, 3 & 5	<input type="checkbox"/> 學習活動符應學習目標。 learning activities aligned with the learning objectives
	<input type="checkbox"/> 學習活動依照學習目標發展。 Develop learning activities based on the learning objectives."
	<input type="checkbox"/> 電腦設備 Computer equipment <input type="checkbox"/> 行動載具 Mobile devices <input type="checkbox"/> 影片 Videos <input type="checkbox"/> 學習單 worksheets <input type="checkbox"/> 閃示卡 Flashcards <input type="checkbox"/> 實物 Realia <input type="checkbox"/> 網站 Websites <input type="checkbox"/> 其他 Others _____
	<input type="checkbox"/> 確認預計使用的協同教學模式 Confirm the expected collaborative teaching model. <input type="checkbox"/> 確認各自負責的時間規劃及活動安排 Confirm the time allocation and activity arrangements for each responsibility.
	<input type="checkbox"/> 課程內容及活動規劃恰當且適合學生程度及年紀。 Lesson content and activities are appropriate and tailored to students' English level and age.
	<input type="checkbox"/> 與中師確認活動規劃適合學生程度 Confirm with LET that the activity planning is suitable for the students' level.

<b>學習環境營造</b> 課程標準2 & 3 <b>Learning Environment Cultivation</b> Standards 2 & 3	能有效率利用班級經營規則。 Effectively utilize classroom management strategies.	<input type="checkbox"/> 口語規範 Verbal rules <input type="checkbox"/> 非口語規範Nonverbal rules <input type="checkbox"/> 獎懲機制 Reward system <input type="checkbox"/> 其他 Others_____
	營造自在並支持性的學習環境。 Creating a comfortable, supportive learning environment.	<input type="checkbox"/> 提高學生學習成效 Enhance student learning outcomes. <input type="checkbox"/> 營造有助學習的氛圍 Create a conducive learning atmosphere.
<b>語言使用</b> 課程標準1 & 2 <b>Language Use</b> Standards 1 & 2	語言使用恰當並適合學生英文程度和年紀。 Language uses are appropriate and tailored to students' English level and age.	<input type="checkbox"/> 與中師確認語言使用適合學生英文程度和年紀 Confirm with LET that language use is suitable for students' English proficiency level and age."
	有策略地提高語言輸入的可理解性，例如：多模態及跨語言實踐。 Strategically enhance the comprehensibility of language input, e.g. multimodalities and translanguaging	<input type="checkbox"/> 跨語言實踐 Translanguaging <input type="checkbox"/> 多模態資源 Multimodal resources <input type="checkbox"/> 手勢、肢體 Gesture, movement <input type="checkbox"/> 其他 Others_____
<b>評量</b> 課程標準3 & 4 <b>Assessment</b> Standards 3 & 4	有效地運用多元評量，以促進學習狀況。 Effectively utilize diverse assessments to assist learning progress.	<input type="checkbox"/> 紙筆測驗 Written assessment <input type="checkbox"/> 口頭測驗 Oral assessment <input type="checkbox"/> 討論及發表 Discussion and report <input type="checkbox"/> 表演 Performance <input type="checkbox"/> 其他 Others_____
<b>文化與脈絡</b> 課程標準2 & 5 <b>Culture and Context</b> Standards 2 & 5	融入多樣性、包容性和公平性的元素並促進學生的文化理解。 Incorporate elements of diversity, inclusivity, and equity to promote students' cultural understanding.	<input type="checkbox"/> 融入DEI教材 Incorporate DEI materials <input type="checkbox"/> 分享文化交流經驗 Share cultural exchange experiences. <input type="checkbox"/> 其他 Others_____

<p>額外補充意見 Additional Comments</p>	<p>Lovely interaction and partnering between LET and ETA. You clearly work very well together and planned ahead. Flawless, honestly.</p> <p>Eliciting for answers from students was well done. I'd like to see more of it actually. Don't cut it off after 1-2. Do 4-5! They'll love it!</p> <p>Translanguaging between English and Mandarin was not only appropriate but perfect especially in the earlier part of the lesson. You kept to a light touch which I think was exactly what was needed.</p> <p>Emily acts out vocab and uses non-verbal gesture to communicate very well.</p> <p>A brief word of suggestion to sometimes let the room get a little silent so students have a moment to let their ears catch up. The fast pace is great! But it can get a little overwhelming if they don't catch every word.</p> <p>For the most part, all students talked and participated. Don't be shy to designate students to answer who have been quiet, even with a little extra help.</p> <p>Be a bit careful that the grammar you use in PP and throughout the lesson doesn't add to confusion. For example, in PPT Emily used, "What time is the lunch break in Taiwan?" It should be "What time DO WE eat lunch in Taiwan?" to be consistent with the grammar. (It might seem like a small point to we speakers of English, but it's a lot for new learners.)</p> <p>The culture of 'helping others' that has been cultivated in this class is to be praised! It speaks well of the respect the teachers show to students that students automatically know to treat one another with respect. Keep up the good work and keep encouraging them more and more to do what they're doing! It increases language learner confidence when they can depend on each other to help.</p> <p>Emily: Make sure to follow your instincts when you know 'they've got it' and can do a bit more challenging level. For example, expect more of them with pronunciation. Once they've got the component parts, start working on making their pronunciation flow more smoothly as we discussed. Or have them shift to a pairwork activity that relies less on the teacher so they can be challenged to use the target forms with freedom.</p> <p>Would like to see more pairwork (student-student) in the future. This group is very very capable and actually gave little clues that they were ready to use the freedom to communicate their own ideas.</p>
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Filled by Advisor (Name): \_\_\_Jennifer Weaver\_\_\_

Filled Date: \_\_\_November 19, 2024\_\_\_