

教育實習成績評定指標與評量基準—幼兒園師資類科

Criteria Governing Practical Education Training Performance Assessment Indicators and Assessment – Trainee Preschool Teachers

指標 Practical Training Category		細項指標 Competency Assessed	評量等第 Performance Assessment Rating Criteria		
			優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
A. 課程設計與教學 A. Course Design and Teaching	A-1 設計適切的教學方案	A-1-1 依據課程目標，規劃適切的教保活動。 A-1-1 Plan suitable educare activities based on the course objectives.	能依幼兒學習特性與課程目標，規劃適切的教保活動。 Can plan suitable educare activities based on children's learning characteristics and the course objectives.	能依課程目標，規劃適切的教保活動。 Can plan suitable educare activities based on the course objectives.	無法依據課程目標，規劃適切的教保活動。 Is unable to plan suitable educare activities based on the course objectives.
	A-1 Design Appropriate Teaching Programs	A-1-2 依據幼兒發展狀況與學習需求，選擇合宜的教材與教學方法。 A-1-2 Select suitable teaching materials and teaching methods based on children's developmental status and learning needs.	能依據幼兒學習特性，選擇多元且適切的教材與教學方法。 Can select a diverse range of suitable teaching materials and teaching methods based on children's learning characteristics.	能依據幼兒學習特性，選擇適切的教材與教學方法。 Can select suitable teaching materials and teaching methods based on children's learning characteristics.	無法依據幼兒學習特性，選擇適切的教材與教學方法。 Is unable to select suitable teaching materials and teaching methods based on children's learning characteristics.

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	<p>A-1-3 教學活動能貼近幼兒的生活經驗，並設計多元、適切的評量方式。</p> <p>A-1-3 Have teaching activities that can be linked closely to children's life experiences, and design a diverse range of suitable assessment methods.</p>	<p>教學活動能引發幼兒的學習動機，並貼近幼兒的生活經驗，且能依據幼兒學習特性，設計差異化的評量方式。</p> <p>Has teaching activities that can arouse children's motivation to learn and are linked to children's life experiences, and can design differentiated assessment methods based on children's learning characteristics.</p>	<p>教學活動能貼近幼兒的生活經驗，且能設計多元、適切的評量方式。</p> <p>Has teaching activities that can be linked closely to children's life experiences, and can design a diverse range of suitable assessment methods.</p>	<p>教學活動未能貼近幼兒的生活經驗，且評量方式單一少有變化。</p> <p>Employs teaching activities that fail to link closely to children's life experiences, and uses a single assessment method with few variations.</p>
<p>A-2 掌握教學重點並善用教學技巧</p> <p>A-2 Master Teaching Priorities and Make Good Use</p>	<p>A-2-1 掌握教學內容並掌握重點。</p> <p>A-2-1 Have command of what is being taught and of the teaching priorities.</p>	<p>能熟悉教學內容，並明確掌握教學重點，將教學重點轉化為學習活動。</p> <p>Can show good knowledge of what is being taught, have a</p>	<p>能熟悉教學內容，並了解教學重點。</p> <p>Can show good knowledge of what is being taught and understand the teaching priorities.</p>	<p>未能掌握教學內容。</p> <p>Fails to have command of what is to be taught.</p>

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of Teaching Skills		clear command of the teaching priorities, and transform teaching priorities into learning activities.		
	A-2-2 善用教學方法引導幼兒參與學習。 A-2-2 Make good use of teaching methods to lead children to engage in learning.	能依幼兒發展特性，適切選擇並妥善運用多元教學方法，引導幼兒參與學習。 Can make a suitable selection of and properly use a diverse range of teaching methods, based on children's developmental characteristics, and lead children to engage in learning.	能使用適切、多元教學方法，引導幼兒參與學習。 Can use a diverse range of suitable teaching methods to lead children to engage in learning.	未能適切使用教學方法，引導幼兒參與學習。 Fails to make suitable use of teaching methods to lead children to engage in learning.
	A-2-3 清楚表達並善用問答技巧與幼兒互動。 A-2-3 Communicate clearly and make good use of Q&A techniques to interact with children.	能完整清楚講解教學內容，呈現較佳的流暢性與邏輯性，並善用問答技巧與幼兒互動。	能清楚講解教學內容，具有流暢性與邏輯性，並使用問答技巧與幼兒互動。	未能清楚講解教學內容，流暢性或邏輯性不足。 Fails to explain what is being taught clearly, or

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		Can fully explain what is being taught in a clear way, with excellent fluency and logic, and make good use of Q&A techniques to interact with the children.	Can explain what is being taught in a clear way, with fluency and logic, and interact with the children using Q&A techniques.	explains what is being taught without sufficient fluency and/or logic.
	A-2-4 應變處理教學中之偶發狀況。 A-2-4 Responds to and handle incidents and situations that occur while teaching.	充分掌握教學現場，積極有效應變處理教學進行之偶發狀況，有效維持教學進行。 Is in full command of the teaching site, actively and effectively responds to and handles incidents and situations that occur while teaching, and effectively maintain the teaching process.	適時有效應變處理教學進行之偶發狀況。 Responds to and handles incidents and situations that occur while teaching in a timely and effective manner.	未能處理教學進行之偶發狀況，干擾教學進行。 Fails to deal with incidents and situations that occur while teaching, disrupting the teaching process.

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A-3 適切實施學習 評量 A-3 Appropriate Implementation of Learning Assessment	A-3-1 適切運用多元評量方式，了解幼兒的學習表現。 A-3-1 Make suitable use of a diverse range of assessment methods to understand children's learning.	能選用合適的多元評量方式，了解幼兒學習情形。 Can select and make use of a diverse range of suitable assessment methods to understand what the children are learning.	能運用多元評量方式，了解幼兒學習情形。 Can use a diverse range of assessment methods to understand what the children are learning.	未能使用多元評量方式了解學生學習情形。 Fails to use a diverse range of assessment methods to understand what the children are learning.
	A-3-2 依據教學過程中幼兒的學習狀況，適時回饋與輔導。 A-3-2 Give timely feedback and guidance based on what the children are learning during the teaching process.	能清楚掌握幼兒的學習困難及學習反應，提供即時且精確的回饋與輔導。 Can clearly understand what children are finding difficult to learn and their learning responses, and provide prompt and accurate feedback and guidance.	能針對幼兒學習困難及學習反應，提供即時回饋與輔導。 Can provide prompt feedback and guidance to address what children are finding difficult to learn and their learning responses.	未能了解幼兒學習困難及學習反應，並給予回饋與輔導。 Fails to understand what children are finding difficult to learn and/or their learning responses, and give them 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。</p> <p>A-3-3 Use the results of assessments to conduct reviews of and reflect on teaching.</p>	<p>能運用幼兒學習評量結果，檢討和反思教材教法優劣，規劃後續調整內容與進度。</p> <p>Can use the results of assessments of children's learning to review and reflect on the merits and drawbacks of teaching materials and methods, and plan subsequent modifications to what is being taught and how quickly.</p>	<p>能運用幼兒學習評量結果，檢討和反思教材教法優劣。</p> <p>Can use the results of assessments of children's learning to review and reflect on the merits and drawbacks of teaching materials and methods.</p>	<p>未能運用幼兒學習評量結果，檢討和反思教材教法優劣。</p> <p>Fails to use the results of assessments of children's learning to review and reflect on the merits and drawbacks of teaching materials and methods.</p>	
<p>B.班級經營與輔導</p> <p>B. Class Management and Guidance</p>	<p>B-1 建立良好師生關係，並積極輔導幼兒</p> <p>B-1 Establish Good Teacher-Child Relationships and Actively</p>	<p>B-1-1 秉持尊重幼兒的態度，輔導與協助幼兒發展。</p> <p>B-1-1 Maintain an attitude of respect for children, and guide and assist children's development.</p>	<p>樂意協助及輔導幼兒，並尊重、保護幼兒隱私。</p> <p>Is happy to assist and guide children, and respects and protects children's privacy.</p>	<p>能協助及輔導幼兒，並保護幼兒隱私。</p> <p>Can assist and guide children, and protects children's privacy.</p>	<p>無法或未能協助及輔導幼兒，或不尊重幼兒隱私。</p> <p>Is unable or fails to assist and/or guide children, or does not respect children's privacy.</p>

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Guide Children	B-1-2 了解幼兒身心發展情形與個別差異，並給予適當的期許和輔導。 B-1-2 Understand children's physical and mental development and individual differences, and set appropriate expectations and provide appropriate guidance.	能依據幼兒個人特質，給予適當的期許和充分的輔導。 Can set appropriate expectations and provide full guidance, based on children's individual characteristics.	能依據幼兒個人特質，給予期許和輔導。 Can set expectations and provide guidance, based on children's individual characteristics.	未能依學生個人特質，給予期許或輔導。 Fails to set expectations and/or provide guidance, based on children's individual characteristics.
	B-1-3 因應需要協助幼兒的學習需求，提供適切輔導。 B-1-3 Respond to the learning needs of children who need assistance and provide appropriate guidance.	能因應需要協助幼兒的學習需求，提供關懷與適切輔導。 Can respond to the learning needs of children who need assistance, and provide care and appropriate guidance.	能提供需要協助幼兒適切輔導。 Can provide appropriate guidance to children who need assistance.	未能提供需要協助幼兒輔導。 Fails to provide guidance to children who need assistance.
B-2 參與有助於學習之情境規劃	B-2-1 參與班級空間規劃與學習情境安排，及營造正向支持的班級	能依學生及課程需要，利用正向行為支持概念，協助安排適	能參與班級空間及學習情境規劃與安排，並協助營	未能參與學習情境之安排或調整，或未能營造正向

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與經營 B-2 Participate in the Planning and Management of Situations that Facilitate Learning	氛圍。 B-2-1 Participate in planning and arrangement of the classroom and learning situations, and create a positive, supportive class atmosphere.	當之學習情境(含學習環境調整)。 Can help arrange suitable learning spaces (including making adjustments to the learning environment), based on students' needs and course requirements, and utilizing positive behavior support concepts.	造正向支持的班級氛圍。 Can participate in planning and arrangement of the classroom and learning spaces, and help create a positive, supportive class atmosphere.	支持的班級氛圍。 Fails to participate in arranging or making adjustments to the learning spaces, or fails to create a positive supportive class atmosphere.
	B-2-2 參與班級規約的制定與維護。 B-2-2 Participate in the formulation and maintenance of class 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。 Can understand the principles and be proficient in the techniques to formulate and maintain classroom rules and assist in	能知悉班級團體規約制定之技巧，並協助落實。 Can learn techniques to formulate classroom rules and assist in their implementation.	未能知悉班級團體規約制定之技巧，或未能加以維護。 Fails to know techniques to formulate rules for the class, or fails to maintain the classroom rules.

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		their implementation, to promote a learning atmosphere and friendly environment for the class.		
B-3 積極參與班級親師生活動 B-3 Actively Participate in Class Parent-Teacher-Child Activities	B-3-1 與實習班級導師討論班務及幼兒狀況，並願意協助處理班務。 B-3-1 Discuss teaching-related work and the children with the class teacher during the practical education training, and be willing to assist handling teaching-related work.	能與實習輔導教師討論班務及幼兒狀況，研擬班級經營方向或幼兒輔導方式，並積極協助處理班務。 Can discuss the teaching-related work and the children with the teaching practice advisor, and develop directions for classroom management and/or ways to guide children, and assists actively with handling teaching-related work.	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。 Can discuss the teaching work and the children with the teaching practice advisor and is willing to assist with teaching-related work.	未能或很少與實習輔導教師討論班務及幼兒狀況，或不願協助處理班務。 Never or rarely discusses the teaching work and/or the children with the teaching practice advisor, and/or is unwilling to assist with handling teaching-related work.

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	B-3-2 了解親職活動的流程與規劃方式。 B-3-2 Understand procedures and methods of planning parenting activities.	能充分熟悉親職活動的流程與規劃方式及議題掌握。 Can become fully familiar with the procedures and methods of planning parenting activities, and have a command of the topics to be discussed.	能了解親職活動的流程與規劃方式。 Can understand the procedures and methods of planning parenting activities.	未能了解親職活動的流程，或未學得規劃方式。 Fails to understand the procedures of parenting activities, and/or fails to learn methods of planning parenting activities.
	B-3-3 參與親職教育、親子活動，並學習有效的親師溝通技巧。 B-3-3 Participate in parenting education, and parent-child activities, and learn effective parent-teacher communication skills.	能完整參與班級親職教育、親子活動，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。 Can participate fully in class parenting education and parent-child activities, and observe and learn from the various interactions between the teaching practice	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。 Can participate in and observe and learn from the interactions between the teaching practice advisor and parents to learn effective parent-teacher	未曾或鮮少參與班級親職教育、親子活動。 Never or rarely participates in class parenting education and/or parent-child activities.

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			advisor and parents, to master parent-teacher cooperation skills.	communication skills.	
C.專業精進與服務 C. Professional Advancement and Service	C-1 認識並支援學校行政 C-1 Understand and Support the Preschool Administration	C-1-1 了解園務行政工作內容。 C-1-1 Understand the nature and range of the preschool's administrative work.	能熟悉工作職掌與內容。 Can fully understand the administrative work responsibilities and what they involve.	能了解工作職掌與內容。 Can understand the administrative work responsibilities and what they involve.	未能了解工作職掌與內容。 Fails to understand the administrative work responsibilities or what they involve.
		C-1-2 協助支援幼兒園行政工作。 C-1-2 Assist and support the preschool's administrative work.	能主動協助支援幼兒園行政工作。 Can actively assist and support the preschool's administrative work.	能協助支援幼兒園行政工作。 Can assist and support the preschool's administrative work.	消極或不願支援幼兒園行政工作。 Is passive regarding the preschool's administrative work or unwilling to support it.
	C-2 累積專業知能 C-2 Accumulate Professional Knowledge and Skills	C-2-1 了解教育時事與議題。 C-2-1 Understand current educational trends and issues.	能積極關心並分析理解重要教育時事與議題。 Can be actively concerned about and analyze and	能了解重要教育時事與議題。 Can understand important current educational trends and issues.	未能關心或不熟悉教育時事與議題。 Fails to be concerned about or is not familiar

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		understand important current educational trends and issues.		with current educational trends and issues.
	C-2-2 觀摩與學習其他教師的教學技巧與經驗。 C-2-2 Observation of other teachers and learning from their teaching skills and experience.	能觀摩學習其他教師的教學技巧與經驗，並能融入自己的課程與教學。 Can observe other teachers and learn from their teaching skills and experience, and can integrate what they learn into their own courses and teaching.	能觀摩並學習其他教師的教學技巧與經驗。 Can observe other teachers and learn from their teaching skills and experience.	較少觀摩並學習其他教師的教學技巧與經驗。 Engages in relatively little observation of and learning from the teaching skills and experience of 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。 C-2-3 Participate in workshops, and apply learning and research findings to education work in appropriate ways.	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 workshops, and apply learning and research findings to improve the quality and	能參與研習，提升教學知能。 Can participate in workshops to enhance their own teaching knowledge and skills.	較少參與研習，忽略教學知能提升。 Relatively little participation in workshops, and/or neglecting the enhancement of teaching knowledge and skills.

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		effectiveness of their own teaching in appropriate ways.		
C-3 遵守教育專業倫理與規範 C-3 Compliance with Ethics and Norms of the Education Profession	C-3-1 了解及遵守師資培育機構與實習機構之規範。 C-3-1 Understand and follow the norms of their teacher education institution and their practical teacher training host institution.	能明確了解及遵守師資培育機構與實習機構之規範。 Can clearly understand and follow the norms of their teacher education institution and their practical teacher training host institution.	能了解及遵守師資培育機構與實習機構之規範。 Can understand and follow the norms of their teacher education institution and their practical teacher training host institution.	無法了解及遵守師資培育機構與實習機構之規範。 Is unable to understand and follow the norms of their teacher education institution and/or their practical teacher training host institution.
	C-3-2 注意個人言行舉止，展現教師專業形象。 C-3-2 Pay attention to personal speech and conduct and exemplify 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。 Can pay attention to their personal speech and conduct at all times and fully exemplify the professional image of teachers.	能注意個人言行舉止，展現教師專業形象。 Can pay attention to their personal speech and conduct and exemplify the professional image of teachers.	未能注意個人言行舉止，展現教師專業形象。 Fails to pay attention to their personal speech and conduct, and exemplify the professional image of teachers.

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	C-3-3 遵守教師專業倫理及相關法令規範。 C-3-3 Act in accordance with the ethics of the teaching profession and comply with related laws and regulations.	能明確了解及遵守教師專業倫理及相關法令規範。 Can clearly understand and act in accordance with the ethics of the teaching profession and comply with related laws and regulations.	能了解及遵守教師專業倫理及相關法令規範。 Can understand and act in accordance with the ethics of the teaching profession and comply with related laws and regulations.	無法了解及遵守教師專業倫理及相關法令規範。 Is unable to understand and comply with the ethics of the teaching profession and related laws and regulations.
C-4 熱忱投入教職工作 C-4 Enthusiastic Engagement in Teaching	C-4-1 展現主動積極的實習態度與教育熱情。 C-4-1 Demonstrate a proactive, positive attitude about the practical education training and enthusiasm about education.	能充分展現主動積極的實習態度與教育熱情。 Can fully demonstrate a proactive, positive attitude about the practical education training and enthusiasm about education.	能展現主動積極的實習態度與教育熱情。 Can demonstrate a proactive, positive attitude about practical education training and enthusiasm about education.	缺乏主動積極的實習態度與教育熱情。 Lacks a proactive, positive attitude about the practical education training and/or enthusiasm about education.
	C-4-2 樂於與其他教師互動，展現協作與分享能力。	能熱切與其他教師互動，展現協作與分享能力。	能與其他教師互動，展現協作與分享能力。	較少與其他教師互動，展現協作與分享能力。

指標 Practical Training Category	細項指標 Competency Assessed	評量等第 Performance Assessment Rating Criteria		
		優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
	C-4-2 Be happy to interact with other teachers and demonstrate ability to collaborate and share.	Can interact with other teachers with enthusiasm, and demonstrate ability to collaborate and share.	Can interact with other teachers, and demonstrate ability to collaborate and share.	Interacts with other teachers and/or demonstrates ability to collaborate and share relatively less.
<p><b>評量等第 Performance Assessment Criteria Ratings</b></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: The trainee teacher was able to meet the standards for the criterion for the competency assessed, and in addition, perform in an outstanding way, beyond expectations.</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。  Satisfactory: The trainee teacher was able to meet the standards for the criterion for the competency assessed.</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。  Needs improvement: The trainee teacher failed to meet the standards for the criterion for the competency assessed, and there is room for further improvement.</p>				