

教育實習成績評定指標與評量基準—中等學校師資類科

Criteria Governing Practical Education Training Performance Assessment Indicators and Assessment –
Trainee Secondary School 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 Design Appropriate Teaching Programs	A-1-1 依課程綱要及學習目標研擬教學計畫。 A-1-1 Draw up lesson plans based on the curriculum guidelines and learning objectives.	能依課程綱要及學習目標研擬適切、完整的教學計畫。 Can develop suitable and complete lesson plans based on the curriculum guidelines and learning objectives.	能依課程綱要及學習目標研擬教學計畫。 Can draw up lesson plans based on the curriculum guidelines and learning objectives.	未能依課程綱要及學習目標研擬教學計畫。 Fails to draw up lesson plans based on the curriculum guidelines and learning objectives.
		A-1-2 依據學生學習特性，選擇適切的教材與教學方法。 A-1-2 Select suitable teaching materials and teaching methods based on students' learning characteristics.	能依據學生學習特性，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 students' learning characteristics.	能依據學生學習特性，選擇適切的教材與教學方法。 Can select suitable teaching materials and teaching methods based on students' learning characteristics.	無法依據學生學習特性，選擇適切的教材與教學方法。 Is unable to select suitable teaching materials and teaching methods based on students' learning characteristics.
		A-1-3 設計多元、適切的評量方式。 A-1-3 Design a diverse range of suitable assessment	能依據學生學習特性，設計差異化的評量方式。 Can design differentiated assessment methods based	能設計多元、適切的評量方式。 Can design a diverse range of suitable assessment	評量方式單一少有變化。 Uses a single assessment method with few

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	methods.	on students' learning characteristics.	methods.	variations.
A-2 掌握教學重點並善用教學技巧 A-2 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。 A-2-1 Have proficiency with the specialized knowledge of the subject or field to be taught.	能熟悉任教領域之專門知識，並明確掌握教學重點。 Can show good specialized knowledge of the field to be taught, and a definite command of its key aspects.	能熟悉任教科目或領域之專門知識。 Can show good specialized knowledge of the subject or field to be taught.	對任教科目或領域之專門知識不足。 Has insufficient specialized knowledge of the subject or field to be taught.
	A-2-2 引起學生學習動機與興趣。 A-2-2 Arouse students' motivation and interest in learning.	能適當引起並有效維持學生學習動機與興趣。 Can arouse and effectively maintain students' motivation and interest in learning, in appropriate ways.	能適當引起學生學習動機與興趣。 Can arouse students' students' motivation and interest in learning, in appropriate ways.	未能引起學生學習動機與興趣。 Fails to arouse students' motivation and/or interest in learning.
	A-2-3 清楚呈現教學內容，並能維持教學流暢性與邏輯性。 A-2-3 Present what is being taught in a clear way, and be able to maintain teaching with fluency and logic.	能完整清楚講解教學內容，呈現較佳的流暢性與邏輯性。 Can fully explain what is being taught in a clear way, with excellent fluency and fluency and logic.	能清楚講解教學內容，具有流暢性與邏輯性。 Can explain what is being taught in a clear way, with fluency and logic.	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 explains what is being taught without sufficient fluency and/or logic
	A-2-4 適時歸納與引導重要概念或重點。 A-2-4 Sum up and introduce	能適時而明確歸納重要概念或重點，引導學生學習。 Can sum up important	能歸納重要概念或重點。 Can sum up important concepts or key points.	未能歸納重要概念或重點。 Fails to sum up important

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	important concepts and key points in a timely way.	concepts or key points in a clear, timely manner, and guide students to learn them.		concepts or key points.
	A-2-5 善用多元教學策略與技巧、教學媒材及學習科技，引導學生學習。 A-2-5 Make good use of a diverse range of teaching strategies and techniques, teaching media, and learning technology to guide students' learning.	能適切選擇並妥善運用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Can make a suitable selection of and properly use a diverse range of teaching strategies and techniques, teaching media, and learning technology to guide students to engage in learning.	能使用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Can use a diverse range of teaching strategies and techniques, teaching media, and learning technology to guide students to engage in learning.	未能適切使用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Fails to make suitable use of a diverse range of teaching strategies and techniques, teaching media, and learning technology to guide students to engage in learning.

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		A-2-6 提供符合學生生活經驗與學習需求之多樣化教學活動。 A-2-6 Employ a diverse range of teaching activities that accord with students' life experiences and learning needs.	考量學生特性，有效整合學習需求和學生生活經驗，提供差異化的教學活動。 Considers student characteristics, effectively integrates students' learning needs with their life experiences, and employs differentiated teaching activities.	能依學生能力與需求，並考量學生生活經驗，擬定多元的教學活動。 Can draw up a diverse range of teaching activities based on students' abilities and needs, and taking students' life experiences into consideration.	教學活動未能考量學生差異化的需求。 Employs teaching activities that fail to take students' differentiated needs into consideration.
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，了解學生的學習狀況。 A-3-1 Make suitable use of a diverse range of assessment methods to understand students' learning.	能選用合適的多元評量方式，了解學生學習情形。 Can select and make use of a diverse range of suitable assessment methods to understand what the students are learning.	能運用多元評量方式，了解學生學習情形。 Can use a diverse range of assessment methods to understand what the students 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 students are learning.
		A-3-2 與學生共同檢討評量結果，從中了解學生學習困難，並給予學生適度的回饋與指導。	能與學生共同檢討評量結果後，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與指導。	能與學生共同檢討評量結果後，針對困難提供即時回饋與指導。 Can review assessment	未能與學生共同檢討評量結果，從中了解學生學習困難。 Fails to review

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	A-3-2 Review assessment results with students, understand what students are finding difficult to learn, and give students appropriate feedback and guidance.	Can review assessment results with students, clearly understand what students are finding difficult to learn or any misconceptions students have, and provide prompt and accurate feedback and guidance.	results with students and provide prompt feedback and guidance to address what students are finding difficult to learn.	assessment results with students to understand what students are finding difficult to learn.
	A-3-3 運用評量的結果，進行教學檢討與反思。 A-3-3 Use the results of assessments to conduct reviews of and reflect on teaching.	能運用學生學習評量結果，檢討和反思教材教法優劣，規劃後續調整內容與進度。 Can use the results of assessments of student 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.	能運用學生學習評量結果，檢討和反思教材教法優劣。 Can use the results of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.	未能運用學生學習評量結果，檢討和反思教材教法優劣。 Fails to use the results of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.

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B.班級經營與輔導 B. Class Management and Guidance	B-1 建立良好師生關係，並積極輔導學生	B-1-1 願意協助與輔導學生發展，尊重並保護學生隱私權。 B-1-1 Be willing to assist and guide students' development, and respect and protect students' right to privacy.	能樂意協助及輔導學生，並尊重、保護學生隱私。 Is happy to assist and guide students, and respects and protects student privacy.	能協助及輔導學生，並保護學生隱私。 Can assist and guide students, and protects student privacy.	無法或未能協助及輔導學生，或不尊重學生隱私。 Is unable or fails to assist and/or guide students, or does not respect student privacy.
	B-1 Establish Good Teacher-Student Relationships and Actively Guide Students	B-1-2 了解學生身心發展情形與個別差異，及其文化，並能適切的加以輔導。 B-1-2 Understand students' physical and mental development and individual differences, and their subcultures, and be able to give them appropriate guidance.	能深入了解學生身心發展情形與個別差異，及其文化，並據以適切輔導學生。 Can have a deep understanding of students' current physical and mental development, and their individual differences and subcultures, and based on this, give them guidance in appropriate ways.	能了解學生身心發展情形與個別差異，及其文化，並據以輔導學生。 Can understand students' current physical and mental development and their individual differences and subcultures, and provide guidance to them based on this understanding.	未能了解學生身心發展情形與個別差異，及其文化。 Fails to understand students' current physical and mental development and/or their individual differences and subcultures.

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		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。 B-1-3 Be aware of any abnormal student behaviors, handle related incidents and situations in an appropriate way, and understand the reporting procedures.	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。 Can be acutely aware of any abnormal student behavior, deal with related incidents and situations calmly and properly, and provide care and attention in an appropriate way, be familiar with the reporting procedures, and when necessary, be able to seek external assistance.	能察覺學生異常行為，適當處理偶發狀況，並了解通報流程。 Can be aware of any abnormal student behavior, deal with related incidents and situations in an appropriate way, and understand the reporting procedures.	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。 Fails to be aware of any abnormal student behavior, or fails to deal with related incidents or situations, or deals with them in an improper way, or is unclear about the reporting procedures.

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B-2 參與有助於學習之情境 規劃與經營 B-2 Participate in the Planning and Management of Situations that Facilitate Learning	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氛圍。 B-2-1 Participate in planning and arrangement of the classroom and learning spaces, and create a positive, supportive class atmosphere.	能依學生及課程需要，利用正向行為支持概念，協助安排適當之學習情境(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.	能參與班級空間及學習情境規劃與安排，並協助營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.	未能參與學習情境之安排或調整，或未能營造正向支持的班級氛圍。 Fails to participate in arranging or making adjustments to the learning spaces, or fails to create a positive supportive class atmosphere.
	B-2-2 熟悉制訂與維護班級團體規約的技巧。 B-2-2 Have proficiency with techniques to formulate and maintain 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。 Can understand the principles and be proficient in the techniques to formulate and maintain classroom rules and assist in their implementation, to promote a learning atmosphere and friendly environment for the class.	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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B-3 積極參與班級親師生活動 B-3 Actively Participate in Class Parent-Teacher-Student Activities	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。 B-3-1 Discuss teaching-related work and the students 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。 Can discuss the teaching-related work and the students with the teaching practice advisor, and develop directions for classroom management and/or ways to guide students, 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 students 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學生狀況，或不願協助處理班務。 Never or rarely discusses the teaching work and/or the students with the teaching practice advisor, and/or is unwilling to assist with handling teaching-related work.
	B-3-2 了解親師座談會的流程與規劃方式。 B-3-2 Understand the procedure of a parent-teacher forum and the method for planning one.	能充分熟悉親師座談會的流程與規劃方式及議題掌握。 Can be fully proficient with the procedure of a parent-teacher forum and the method for planning one, and have a command of the topics to be discussed.	能了解親師座談會的流程與規劃方式。 Can understand the procedure of a parent-teacher forum and the method for planning one.	未能了解親師座談會的流程，或未學得規劃方式。 Fails to understand the procedure of a parent-teacher forum, or fails to learn the planning method.
	B-3-3 參與班級親師活動，並學習有效的親師溝通技巧。	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	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。	未曾或鮮少參與班級親師活動。 Never or rarely

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		B-3-3 Participate in class parent-teacher activities and learn effective parent-teacher communication skills.	作技巧。 Can participate fully in class parent-teacher activities, and observe and learn from the various interactions between the teaching practice advisor and parents, to master parent-teacher cooperation skills.	Can participate in and observe and learn from the interactions between the teaching practice advisor and parents to learn effective parent-teacher communication skills.	participates in class parent-teacher activities.
C.專業精進與服務 C.Professional Advance ment and Service	C-1 認識並支援學校行政	C-1-1 了解各處室工作職掌與內容。 C-1-1 Understand the functions and work responsibilities of each administrative office.	能熟悉各處室工作職掌與內容。 Can fully understand the functions and work responsibilities of each administrative office.	能了解各處室工作職掌與內容。 Can understand the functions and work responsibilities of each administrative office.	對各處室工作職掌與內容了解不足。 Has insufficient understanding of the functions and/or work responsibilities of each administrative office.
	C-1 Understand and Support the School Administration	C-1-2 了解學校活動與行政程序。 C-1-2 Understand the school's activities and administrative procedures.	能熟悉學校各項活動與行政流程。 Can fully understand the school's activities and administrative processes.	能了解學校各項活動與行政流程。 Can understand the school's activities and administrative processes.	對學校各項活動與行政流程了解不足。 Has insufficient understanding of the school's activities and administrative processes.
		C-1-3 協助支援學校行政工作。 C-1-3 Assist and support the school's administrative work.	能主動協助支援學校行政工作。 Can actively assist and support the school's administrative work.	能協助支援學校行政工作。 Can assist and support the school's administrative work.	消極或不願支援學校行政工作。 Is passive regarding the school's administrative work or unwilling to

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				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，以融入課程與教學。 C-2-1 Understand current educational trends and issues to integrate them into the course and their teaching.	能積極關心並分析理解重要教育時事與議題，並融入課程與教學。 Can be actively concerned about and analyze and understand important current educational trends and issues, and integrate them into the course and their teaching.	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 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	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	能參與研習，提升教學知能。 Can participate in workshops to enhance their own teaching knowledge	較少參與研習，忽略教學知能提升。 Relatively little participation in workshops, neglecting

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	research findings to education work in appropriate ways.	learning and research findings to improve the quality and effectiveness of their own teaching in appropriate ways.	and skills.	the enhancement of teaching knowledge and skills.
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 training 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.
	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	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	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	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 act in accordance

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	laws and regulations.	related laws and regulations.	laws and regulations.	with the ethics of the teaching profession and/or comply with 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 the 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。 C-4-2 Be happy to interact with other teachers and demonstrate ability to collaborate and share.	熱切與其他教師互動，展現協作與分享能力。 Can interact with other teachers with enthusiasm, and demonstrate ability to collaborate and share.	能與其他教師互動，展現協作與分享能力。 Can interact with other teachers, and demonstrate ability to collaborate and share.	較少與其他教師互動，展現協作與分享能力。 Interacts with other teachers and/or demonstrates ability to collaborate and share relatively less.

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
評量等第 Performance Assessment Criteria Ratings				
「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.				
「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.				
「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.				

教育實習成績評定指標與評量基準—特殊教育師資類科

Criteria Governing Practical Education Training Performance Assessment Indicators and Assessment – Trainee Special Education 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 Design Appropriate Teaching Programs	A-1-1 在教師指導下，依照學生需求以及課程綱要擬定個別化教育計畫或個別輔導計畫。 A-1-1 Under the guidance of a teacher draw up individualized education programs (IEPs) and/or individualized support plans (ISPs) based on student needs and the curriculum guidelines.	能分析學生的優弱勢，據以擬定符合其能力與需求之個別化教育計畫或個別輔導計畫。 Can analyze students' strengths and weaknesses, and use this analysis to draw up IEPs and/or ISPs that meet the students' abilities and needs.	能依學生需求擬定個別化教育計畫或個別輔導計畫。 Can draw up IEPs and/or ISPs based on student needs.	無法擬定合乎學生需求之個別化教育計畫或個別輔導計畫。 Is unable to draw up IEPs and/or ISPs that meet student needs.
		A-1-2 依班級學生個別化教育計畫或個別輔導計畫之教育目標、課程綱要及學習目標研擬教學計畫。 A-1-2 Draw up lesson plans based on the educational goals, curriculum guidelines,	能依班級學生的教育目標、課程綱要及學習目標研擬適切、完整的教學計畫。 Can draw up suitable, complete lesson plans, based on the educational goals, curriculum	能依班級學生的教育目標、課程綱要及學習目標研擬教學計畫。 Can draw up lesson plans based on the educational goals, curriculum guidelines, and	未能依班級學生的教育目標、課程綱要及學習目標研擬教學計畫。 Fails to draw up lesson plans based on the educational goals, curriculum guidelines, and learning

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
		and learning objectives set out in the IEPs or ISPs of the students in a class.	guidelines, and learning objectives for the students in the class.	learning objectives for the students in the class.	objectives for the students in the class.
		A-1-3 依據學生特性及學習需求，選擇或設計適切的教材、教學方法與評量方式。 A-1-3 Select or design teaching materials, appropriate teaching methods, and assessment methods based on student characteristics and learning needs.	能依據學生學習特性及需求，選擇或設計適合的教材、多元且適切的教學方法與評量方式。 Can select or design appropriate teaching materials, and a diverse range of appropriate teaching methods and assessment methods, based on students' learning characteristics and needs.	能依據學生學習特性及需求，選擇或設計適切的教材、教學方法與評量。 Can select or design appropriate teaching materials, teaching methods, and assessment methods, based on students' learning characteristics and needs.	無法依據學生學習特性及需求，選擇適切的教材、教學方法與評量。 Is unable to select or design appropriate teaching materials, teaching methods, and assessment methods, based on students' learning characteristics and needs.
	A-2 掌握教學重點並善用教學技巧 A-2 Master Teaching Priorities and Make Good Use	A-2-1 掌握任教學習領域之內容。 A-2-1 Have command of the content of the learning areas to be taught.	能熟悉任教科目或領域之專門知識，並明確掌握知識重點。 Can show proficiency in the specialized knowledge of the	能熟悉任教科目或領域之專門知識。 Can show proficiency in the specialized	對任教科目或領域之專門知識不足。 Has insufficient specialized knowledge of the subject or field to be taught.

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
of Teaching Skills		subject or field to be taught, and a definite command of its key aspects.	knowledge of the subject or field to be taught.	
	A-2-2 引起學生學習動機與興趣。 A-2-2 Arouse students' motivation and interest in learning.	能適當引起並有效維持學生學習動機與興趣。 Can arouse and effectively maintain students' motivation and interest in learning, in appropriate ways.	能適當引起學生學習動機與興趣。 Can arouse students' students' motivation and interest in learning, in appropriate ways.	未能引起學生學習動機與興趣。 Fails to arouse students' motivation and/or interest in learning.
	A-2-3 清楚呈現教學內容，並能維持教學流暢性與邏輯性。 A-2-3 Present what is being taught in a clear way, and be able to maintain teaching with fluency and logic.	能完整清楚講解教學內容，呈現較佳的流暢性與邏輯性。 Can fully explain what is being taught in a clear way, with excellent fluency and fluency and logic.	能清楚講解教學內容，具有流暢性與邏輯性。 Can explain what is being taught in a clear way, with fluency and logic	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 explains what is being taught without sufficient fluency and/or logic.
	A-2-4 適時歸納與引導重要概念或重點。 A-2-4 Sum up and introduce important concepts	能適時而明確歸納重要概念或重點，引導學生學習。 Can sum up important	能歸納重要概念或重點。 Can sum up important	未能歸納重要概念或重點。 Fails to sum up important concepts or

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
	and key points in a timely manner.	concepts or key points in a clear, timely manner, and guide students to learn them.	concepts or key points.	key points.
	A-2-5 依學生學習特性和教材性質，運用適切的教學方法和策略。 A-2-5 Make use of suitable teaching methods and strategies, based on students' learning characteristics and the nature of the teaching materials.	能分析學生學習特性和教材性質，並運用適合之教學方法與策略。 Can analyze students' learning characteristics and teaching materials and make use of suitable teaching methods and strategies.	能依學生學習特性，在教學中利用適當教學方法和策略。 When teaching, can utilize suitable teaching methods and strategies, based on students' learning characteristics.	未能採用適當方式達成教學目標。 Fails to use suitable methods and strategies to achieve the teaching objectives.
	A-2-6 提供符合學生生活經驗與學習需求之多樣化教學活動。 A-2-6 Provide a diverse range of teaching activities that accord with students' life experiences and learning needs.	考量學生特性，有效整合學習需求和學生生活經驗，提供差異化的教學活動。 Consider student characteristics effectively integrate learning needs and students' life	能依學生能力與需求，並考量學生生活經驗，擬定多元的教學活動。 Can draw up a diverse range of teaching activities, based on students' abilities and	教學活動未能考量學生生活經驗或活動方式單一。 Employs teaching activities that fail to take students' life experiences into consideration and/or are of only one type.

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
		experiences, and provide differentiated teaching activities.	needs, and taking into consideration students' life experiences.	
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，了解學生的學習狀況。 A-3-1 Make suitable use of a diverse range of assessment methods to understand students' learning.	能依學生特性和學習目標，善用多元評量方式，了解學生學習情形。 Can make good use of a diverse range of assessment methods that are based on students' characteristics and the learning objectives, to understand what students are learning.	能夠運用多元評量方式，了解學生學習情形。 Can use a diverse range of assessment methods to understand what students 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 students are learning.
	A-3-2 了解學生學習困難，並給予學生適度的回饋與指導。 A-3-2 Understand what students are finding difficult to learn, and give students appropriate feedback and guidance.	能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與指導。 After student assessments, can clearly understand what students are finding difficult to	能針對學生學習困難提供即時回饋與指導。 Can provide prompt feedback and guidance to address what students are finding difficult to learn.	未能從評量中了解學生學習困難，並給予回饋與指導。 Fails to understand what students are finding difficult to learn, from their assessment results, and give them feedback and

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
			learn or any misconceptions students have, and provide prompt and accurate feedback and guidance.		guidance.
		A-3-3 運用評量的結果，進行教學檢討與反思。 A-3-3 Use the results of assessments to conduct reviews of and reflect on teaching.	能運用學生學習評量結果，檢討和反思教材教法優劣，規劃後續調整內容與進度。 Can use the results of assessments of student 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.	能運用學生學習評量結果，檢討和反思教材教法優劣。 Can use the results of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.	未能運用學生學習評量結果，檢討和反思教材教法優劣。 Fail to use the results of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.
B.班級經營與輔導 B. Class	B-1 建立良好師生關係，並積極輔導	B-1-1 願意協助與輔導學生發展，尊重並保護學生隱私權。	能樂意協助及輔導學生，並尊重、保護學生隱私。	能協助及輔導學生，並保護學生隱私。	無法或未能協助及輔導學生，或不尊重學生隱私。

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
Management and Guidance	學生 B-1 Establish Good Teacher-Student Relationships and Actively Guide Students	B-1-1 Be willing to assist and guide students' development, and respect and protect students' right to privacy.	Is happy to assist and guide students, and respects and protects student privacy.	Can assist and guide students, and protects student privacy.	Is unable or fails to assist and/or guide students, or does not respect student privacy.
		B-1-2 了解學生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 students' physical and mental development and individual differences, and set appropriate expectations and provide appropriate guidance.	能依據學生個人特質，給予適當的期許與輔導。 Can set appropriate expectations and provide appropriate guidance based on students' individual characteristics.	能依據學生個人特質，給予期許與輔導。 Can set expectations and provide guidance, based on students' individual characteristics.	未能依學生個人特質，給予期許與輔導。 Fails to set expectations or provide guidance based on students' individual characteristics.
		B-1-3 察覺學生的不適當行為，協助處理偶發狀況，並了解通報流程。 B-1-3 Be aware of any inappropriate student behaviors, assist with handling related incidents and situations, and	能敏銳察覺學生不適當行為，沉穩妥當的協助處理偶發狀況，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。 Can be acutely aware	能察覺學生不適當行為，協助處理偶發狀況，並了解通報流程。 Can be aware of any inappropriate student behaviors, assist with dealing	未能察覺學生不適當行為，或未能協助處理偶發狀況，或不清楚通報流程。 Fails to be aware of any inappropriate student behavior, or fails to assist with

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		優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
	understand the reporting procedures.	of any inappropriate student behaviors, assist with dealing with related incidents and situations calmly and properly, and provide care and attention in an appropriate way, be familiar with the reporting procedures, and when necessary, be able to seek external assistance.	with related incidents and situations and understand the reporting procedures.	dealing with related incidents or situations, or is unclear about the reporting procedures.
B-2 參與有助於學習之情境規劃與經營 B-2 Participate in the Planning and Management of Situations that Facilitate Learning	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氛圍。 B-2-1 Participate in planning and arrangement of the classroom and learning spaces, and create a positive, supportive class atmosphere.	能依學生及課程需要，利用正向行為支持概念，協助安排適當之學習情境（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,	能參與班級空間及學習情境規劃與安排，並協助營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	未能參與學習情境之安排或調整，或未能營造正向支持的班級氛圍。 Fails to participate in arranging or making adjustments to the learning spaces, or fails to create a positive supportive class atmosphere

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
		and utilizing positive behavior support concepts.	atmosphere.	
	B-2-2 熟悉制訂與維護班級團體規約的技巧。 B-2-2 Have proficiency with techniques to formulate and maintain 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。 Can understand the principles and be proficient in the techniques to formulate and maintain classroom rules and assist in their implementation, to promote a learning atmosphere and friendly environment for the class.	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.
	B-3 積極參與班級親師生活動 B-3 Actively Participate in Class Parent-	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。 B-3-1 Discuss teaching-related work and the students with the class	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。 Can discuss the teaching work and	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。 Never or rarely discusses the teaching

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
Teacher-Student Activities	teacher during the practical education training, and be willing to assist handling teaching-related work.	Can discuss the teaching-related work and the students with the teaching practice advisor, and develop directions for classroom management and/or ways to guide students, and assists actively with handling teaching-related work.	the students with the teaching practice advisor and is willing to assist with teaching-related work.	work and/or the students with the teaching practice advisor, and/or is unwilling to assist with handling teaching-related work.
	B-3-2 了解個別化教育計畫/個別輔導計畫會議、親師座談會的流程與規劃方式。 B-3-2 Understand the procedures of IEP and ISP meetings, and parent-teacher forums, and the method for planning each of these.	能充分熟悉個別化教育計畫/個別輔導計畫會議、親師座談會的流程與規劃方式及議題掌握。 Can be fully proficient with the procedures for IEP and ISP meetings, and parent-teacher forums, and the method for planning each of these, and have a command of	能了解個別化教育計畫/個別輔導計畫會議、親師座談會的流程與規劃方式。 Can understand the procedures of IEP and ISP meetings, and parent-teacher forums, and the method for planning each of these.	未能了解個別化教育計畫/個別輔導計畫會議、親師座談會的流程，或未學得規劃方式。 Fails to understand the procedures of IEP and ISP meetings, or parent-teacher forums, or fails to learn the method for planning them.

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
			the topics to be discussed.		
		B-3-3 參與班級親師活動，並學習有效的親師溝通技巧。 B-3-3 Participate in class parent-teacher activities 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。 Can participate fully in class parent-teacher activities, observe and learn from the various interactions between the teaching practice advisor and parents, 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。 Can participate in observing and learning from the interactions between the teaching practice advisor and parents to learn effective parent-teacher communication skills.	未曾或鮮少參與班級親師活動。 Never or rarely participates in class parent-teacher activities.
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 School Administration	C-1-1 了解各處室工作職掌與內容，及其與特殊教育之關聯。 C-1-1 Understand the functions and work responsibilities of each administrative	能熟悉各處室工作職掌與內容，及其與特殊教育之關聯。 Can fully understand the functions and work responsibilities of each administrative	能了解各處室工作職掌與內容，及其與特殊教育之關聯。 Can understand the functions and work	未能了解各處室工作職掌與內容，或與特殊教育之關聯。 Fails to understand the functions and/or work responsibilities of each administrative

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			優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
		office, and their relevance to special education.	office, and their relevance to special education.	responsibilities of each administrative office, and their relevance to special education.	office, and/or their relevance to special education.
		C-1-2 了解鑑定評量工作內容與流程(如篩選、鑑定流程、轉介前介入等)。 C-1-2 Understand special education evaluation and identification work and the related processes (such as screening, the identification process, and pre-referral interventions).	能熟悉鑑定評量工作內容與流程(如篩選、鑑定流程、轉介前介入等)並協助校內篩選工作。 Can fully understand the work of evaluating and identifying and the related processes (such as screening, the identification process, and pre-referral interventions), and assist with screening work at the school.	能了解鑑定評量工作內容與流程(如篩選、鑑定流程、轉介前介入等)。 Can understand the work of evaluating and identifying and the related processes (such as screening, the identification process, and pre-referral interventions).	不熟悉鑑定評量工作內容與流程(如篩選、鑑定流程、轉介前介入等)。 Is not familiar with the work of evaluating and identifying and the related processes (such as screening, the identification process, and pre-referral interventions).
		C-1-3 協助支援學校行政工作(包括特殊教育行政)。	能主動協助支援學校行政工作(包括特殊教育行政)。	能協助支援學校行政工作(包括特殊教育行政)。	消極或不願支援學校行政工作(包括特殊教育行政)。

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-1-3 Assist and support the school's administrative work (including special education administration).	Can actively assist and support the school's administrative work (including special education administration).	Can assist in supporting the school's administrative work (including special education administration).	Is passive regarding the school's administrative work or unwilling to support it (including special education administration).
C-2 累積專業知能 C-2 Accumulate Professional Knowledge and Skills	C-2-1 關心教育時事與議題。 C-2-1 Be concerned about 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 understand important current educational trends and issues.	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 with current educational trends and issues.
	C-2-2 主動學習教學輔導相關技巧與經驗。 C-2-2 Proactively learn teaching and guidance related skills and from 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	能觀摩並學習其他教師的教學輔導技巧與經驗。 Can observe other teachers and learn from their teaching and guidance skills and experience.	較少觀摩並學習其他教師的教學輔導技巧與經驗。 Engages in little observation of and learning from the teaching and guidance skills and experience of other 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
		teaching.		
	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 effectiveness of their own teaching in appropriate ways.	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.
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 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.

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-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, exemplifying the professional image of teachers.
		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 act in accordance with the ethics of the teaching profession and/or comply with related laws and regulations
	C-4 熱忱投入教職工 作 C-4 Enthusiastic	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	能充分展現主動積 極的實習態度與教 育熱情。 Can fully demonstrate	能展現主動積極 的實習態度與教 育熱情。 Can demonstrate a	缺乏主動積極的實習 態度與教育熱情。 Lacks a proactive, positive attitude about

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
Engagement in Teaching	attitude about the practical education training and enthusiasm about education.	a proactive, positive attitude about the practical education training and enthusiasm about education.	proactive, positive attitude about the practical education training and enthusiasm about education.	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。 C-4-2 Be happy to interact with other teachers and demonstrate ability to collaborate and share.	熱切與其他教師互動，展現協作與分享能力。 Can interact with other teachers with enthusiasm, and demonstrate ability to collaborate and share.	能與其他教師互動，展現協作與分享能力。 Can interact with other teachers, and demonstrate ability to collaborate and share.	較少與其他教師互動，展現協作與分享能力。 Interacts with other teachers and/or demonstrates ability to collaborate and share relatively less.
評量等第 Performance Assessment Criteria Ratings 「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. 「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. 「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.				

教育實習成績評定指標與評量基準—國民小學師資類科

Criteria Governing Practical Education Training Performance Assessment Indicators and Assessment – Trainee Elementary School 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 Design Appropriate Teaching Programs	A-1-1 依課程綱要及學習目標研擬教學計畫。 A-1-1 Draw up lesson plans based on the curriculum guidelines and learning objectives.	能依課程綱要及學習目標研擬適切、完整的教學計畫。 Can draw up suitable, complete lesson plans based on the curriculum guidelines and learning objectives.	能依課程綱要及學習目標研擬教學計畫。 Can draw up lesson plans based on the curriculum guidelines and learning objectives.	未能依課程綱要及學習目標研擬教學計畫。 Fails to draw up lesson plans based on the curriculum guidelines and learning objectives.
		A-1-2 依據學生學習特性，選擇適切的教材與教學方法。 A-1-2 Select suitable teaching materials and teaching methods based on students' learning characteristics.	能依據學生學習特性，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 students' learning characteristics.	能依據學生學習特性，選擇適切的教材與教學方法。 Can select suitable teaching materials and teaching methods based on students' learning characteristics.	無法依據學生學習特性，選擇適切的教材與教學方法。 Is unable to select suitable teaching materials and teaching methods based on students' learning characteristics.
		A-1-3 設計多元、適切的評量方式。 A-1-3 Design a diverse	能依據學生學習特性，設計差異化的評量方式。	能設計多元、適切的評量方式。 Can design a	評量方式單一少有變化。 Uses a single

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
		range of suitable assessment methods.	Can design differentiated assessment methods based on students' learning characteristics.	diverse range of suitable assessment methods.	assessment method with few variations.
A-2 掌握教學重點並善用教學技巧 A-2 Master Teaching Priorities and Make Good Use of Teaching Skills	A-2-1 掌握任教學習領域之內容。 A-2-1 Have command of the content of the learning areas to be taught	能熟悉任教領域之專門知識，並明確掌握教學重點。 Can show good specialized knowledge of the learning areas to be taught, and a definite command of its key aspects.	能熟悉任教領域之專門知識。 Can show good specialized knowledge of the areas to be taught.	對任教領域之專門知識不足。 Has insufficient specialized knowledge of the areas to be taught.	
	A-2-2 引起學生學習動機與興趣。 A-2-2 Arouse students' motivation and interest in learning.	能適當引起並有效維持學生學習動機與興趣。 Can arouse and effectively maintain students' motivation and interest in learning, in appropriate ways.	能適當引起學生學習動機與興趣。 Can arouse students' students' motivation and interest in learning, in appropriate ways.	未能引起學生學習動機與興趣。 Fails to arouse students' motivation and/or interest in learning.	
	A-2-3 清楚呈現教學內容，並能維持教學	能完整清楚講解教學內容，呈現較佳的	能清楚講解教學內容，具有流暢性	未能清楚講解教學內容，流暢性或遲	

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
	流暢性與邏輯性。 A-2-3 Present what is being taught in a clear way, and be able to maintain teaching with fluency and logic.	流暢性與邏輯性。 Can fully explain what is being taught in a clear way, with excellent fluency and logic.	與邏輯性。 Can explain what is being taught in a clear way, with fluency and logic.	輯性不足。 Fail to explain what is being taught in a clear way, or explain what is being taught without sufficient fluency and/or logic.
	A-2-4 適時歸納與引導重要概念或重點。 A-2-4 Sum up and introduce important concepts and key points in a timely manner.	能適時而明確歸納重要概念或重點，引導學生學習。 Can sum up important concepts or key points in a clear, timely manner, and guide students to learn them.	能歸納重要概念或重點。 Can sum up important concepts or key points.	未能歸納重要概念或重點。 Fails to sum up important concepts or key points.
	A-2-5 善用多元教學策略與技巧、教學媒材及學習科技，引導學生學習。 A-2-5 Make good use of a diverse range of teaching strategies and techniques, teaching media,	能適切選擇並妥善運用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Can make a suitable selection of and properly use a	能使用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Can use a diverse range of teaching strategies and	未能適切使用多元教學策略與技巧、教學媒材及學習科技，引導學生進行學習。 Fails to make suitable use of a diverse range of

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
	and learning technology to guide students' learning.	diverse range of teaching strategies and techniques, teaching media, and learning technology to guide students to engage in learning.	techniques, teaching media, and learning technology to guide students to engage in learning.	teaching strategies and techniques, teaching media, and learning technology to guide students to engage in learning.
	A-2-6 提供符合學生生活經驗與學習需求之多樣化教學活動。 A-2-6 Employ a diverse range of teaching activities that accord with students' life experiences and learning needs.	考量學生特性，有效整合學習需求和學生生活經驗，提供差異化的教學活動。 Considers student characteristics, effectively integrates students' learning needs with their life experiences, and employs differentiated teaching activities.	能依學生能力與需求，並考量學生生活經驗，擬定多元的教學活動。 Can draw up a diverse range of teaching activities based on students' abilities and needs, and taking students' life experiences into consideration.	教學活動未能考量學生差異化的需求。 Employs teaching activities that fail to take students' differentiated needs into consideration.
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，了解學生的學習狀況。 A-3-1 Make suitable use of a diverse range of assessment methods to	能選用合適的多元評量方式，了解學生學習情形。 Can select and make use of a diverse range of suitable assessment methods	能運用多元評量方式，了解學生學習情形。 Can use a diverse range of assessment methods to	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

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
	understand students' learning.	to understand what the students are learning.	understand what the students are learning.	the students are learning.
	A-3-2 與學生共同檢討評量結果，從中了解學生學習困難，並給予學生適度的回饋與指導。 A-3-2 Review assessment results with students, get an understanding of what students are finding difficult to learn from their assessment results, and give students appropriate feedback and guidance.	能與學生共同檢討評量結果後，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與指導。 After reviewing assessment results with students, can clearly understand what students are finding difficult to learn or any misconceptions the students have, and provide prompt and accurate feedback and guidance.	能與學生共同檢討評量結果後，針對困難提供即時回饋與指導。 Can review assessment results with students and provide prompt feedback and guidance to address what students are finding difficult to learn.	未能與學生共同檢討評量結果，從中了解學生學習困難。 Fails to review assessment results with students to understand what students are finding difficult to learn.
	A-3-3 運用評量的結果，進行教學檢討與反思。 A-3-3 Use the results of assessments to	能運用學生學習評量結果，檢討和反思教材教法優劣，規劃後續調整內容與進度。	能運用學生學習評量結果，檢討和反思教材教法優劣。 Can use the results	未能運用學生學習評量結果，檢討和反思教材教法優劣。 Fails to use the

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
		conduct reviews of and reflect on teaching.	Can use the results of assessments of student 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.	of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.	results of assessments of student learning to review and reflect on the merits and drawbacks of teaching materials and methods.
B. 班級經營與輔導 B. Class Management and Guidance	B-1 建立良好師生關係，並積極輔導學生 B-1 Establish Good Teacher-Student Relationships and Actively Guide Students	B-1-1 願意協助與輔導學生發展，尊重並保護學生隱私權。 B-1-1 Be willing to assist and guide students' development, and respect and protect students' right to privacy.	能樂意協助及輔導學生，並尊重、保護學生隱私。 Is happy to assist and guide students, and respects and protects student privacy.	能協助及輔導學生，並保護學生隱私。 Can assist and guide students, and protects student privacy.	無法或未能協助及輔導學生，或不尊重學生隱私。 Is unable or fails to assist and/or guide students, or does not respect student privacy.
		B-1-2 了解學生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 students' physical	能依據學生個人特質，給予適當的期許和充分的輔導。 Can set appropriate expectations and provide full	能依據學生個人特質，給予期許和輔導。 Can set expectations and provide guidance,	未能依學生個人特質，給予期許或輔導。 Fails to set expectations and/or provide guidance,

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
	and mental development and individual differences, and set appropriate expectations and provide appropriate guidance.	guidance, based on students' individual characteristics.	based on students' individual characteristics.	based on students' individual characteristics.
	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。 B-1-3 Be aware of any abnormal student behaviors, handle related incidents and situations in an appropriate way, and understand the reporting procedures.	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。 Can be acutely aware of any abnormal student behavior, deal with related incidents and situations calmly and properly, and provide care and attention in an appropriate way, be familiar with the reporting procedures,	能察覺學生異常行為，適當處理偶發狀況，並了解通報流程。 Can be aware of any abnormal student behavior, deal with related incidents and situations in an appropriate way, and understand the reporting procedures.	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。 Fails to be aware of any abnormal student behavior, or fails to deal with related incidents or situations, or deals with them in an improper way, or is unclear about the reporting procedures.

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
		and when necessary, seek external assistance.		
B-2 參與有助於學習之情境規劃與經營 B-2 Participate in the Planning and Management of Situations that Facilitate Learning	B-2-1 了解班級布置原則，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氛圍。 B-2-1 Understand the principles of classroom layout, participate in planning and arrangement of the classroom and learning spaces, and create a positive, supportive class atmosphere.	能依學生及課程需要，利用正向行為支持概念，協助安排適當之學習情境(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.	能參與教室布置、班級空間及學習情境規劃與安排，並協助營造正向支持的班級氛圍。 Can participate in planning and arrangement of the classroom layout, classroom spaces, and learning spaces, and help create a positive, supportive class atmosphere.	未能參與學習情境之安排或調整，或未能營造正向支持的班級氛圍。 Fails to participate in arranging or making adjustments to the learning spaces, or fails to create a positive supportive class atmosphere
	B-2-2 熟悉制訂與維護班級團體規約的技巧。 B-2-2 Have proficiency with techniques to formulate and maintain	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	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	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

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
		classroom rules.	principles and be proficient in the techniques to formulate and maintain classroom rules and assist in their implementation, to promote a learning atmosphere and friendly environment for the class.	assist in their implementation.	to maintain the classroom rules.
	B-3 積極參與班級親師生活動 B-3 Actively Participate in Class Parent-Teacher-Student Activities	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。 B-3-1 Discuss teaching-related work and the students 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學生狀況，研擬班級經營方向或學生輔導方式，並積極協處理班務。 Can discuss the teaching-related work and the students with the teaching practice advisor, and develop directions for classroom management and/or ways to guide students, and assists	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 students 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學生狀況，或不願協助處理班務。 Never or rarely discusses the teaching work and/or the students with the teaching practice advisor, and/or is unwilling to assist with handling teaching-related work.

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
		actively with handling teaching-related work.		
	B-3-2 了解親師座談會的流程與規劃方式。 B-3-2 Understand the procedure of a parent-teacher forum and the method for planning one.	能充分熟悉親師座談會的流程與規劃方式及議題掌握。 Can be fully proficient with the procedure of a parent-teacher forum and the method for planning one, and have a command of the topics to be discussed.	能了解親師座談會的流程與規劃方式。 Can understand the procedure of a parent-teacher forum and the method for planning one.	未能了解親師座談會的流程，或未學得規劃方式。 Fails to understand the procedure of a parent-teacher forum, or fails to learn the planning method.
	B-3-3 參與班級親師活動，並學習有效的親師溝通技巧。 B-3-3 Participate in class parent-teacher activities 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。 Can participate fully in class parent-teacher activities, and observe and learn from the various interactions between the teaching	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	未曾或鮮少參與班級親師活動。 Never or rarely participates in class parent-teacher activities.

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			優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
			practice advisor and parents, to master parent-teacher cooperation skills.	to learn effective parent-teacher 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 School Administration	C-1-1 了解各處室工作職掌與內容。 C-1-1 Understand the functions and work responsibilities of each administrative office.	能熟悉各處室工作職掌與內容。 Can fully understand the functions and work responsibilities of each administrative office.	能了解各處室工作職掌與內容。 Can understand the functions and work responsibilities of each administrative office.	對各處室工作職掌與內容了解不足。 Has insufficient understanding of the functions and/or work responsibilities of each administrative office.
		C-1-2 了解學校活動與行政程序。 C-1-2 Understand the school's activities and administrative procedures.	能熟悉學校各項活動與行政流程。 Can fully understand the school's activities and administrative processes.	能了解學校各項活動與行政流程。 Can understand the school's activities and administrative processes.	對學校各項活動與行政流程了解不足。 Has insufficient understanding of the school's activities and/or administrative processes.
		C-1-3 協助支援學校行政工作。 C-1-3 Assist and support the school's administrative	能主動協助支援學校行政工作。 Can actively assist and support the school's	能協助支援學校行政工作。 Can assist and support the school's	消極或不願支援學校行政工作。 Is passive regarding the school's administrative work

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
		work.	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，以融入課程與教學。 C-2-1 Understand current educational trends and issues to integrate them into the course and their teaching.	能積極關心並分析理解重要教育時事與議題，並融入課程與教學。 Can be actively concerned about and analyze and understand important current educational trends and issues, and integrate them into the course and their teaching.	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 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.

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			優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
		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 effectiveness of their own teaching in appropriate ways.	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, neglecting the enhancement of teaching knowledge and skills.
	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.

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			優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
		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.
		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 act in accordance with the ethics of the teaching profession and/or comply with related laws and regulations
	C-4 熱忱投入教職工作 C-4 Enthusiastic Engagement in	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	能充分展現主動積極的實習態度與教育熱情。 Can fully demonstrate a	能展現主動積極的實習態度與教育熱情。 Can demonstrate a proactive, positive	缺乏主動積極的實習態度與教育熱情。 Lacks a proactive, positive attitude

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		優良 Excellent	通過 Satisfactory	待改進 Needs Improvement
Teaching	attitude about practical education training, and enthusiasm about education.	proactive, positive attitude about the practical education training and enthusiasm about education.	attitude about the practical education training and enthusiasm about education.	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。 C-4-2 Be happy to interact with other teachers and demonstrate ability to collaborate and share.	熱切與其他教師互動，展現協作與分享能力。 Can interact with other teachers with enthusiasm, and demonstrate ability to collaborate and share.	能與其他教師互動，展現協作與分享能力。 Can interact with other teachers, and demonstrate ability to collaborate and share.	較少與其他教師互動，展現協作與分享能力。 Interacts with other teachers and/or demonstrates ability to collaborate and share relatively less.
評量等第 Performance Assessment Criteria Ratings 「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. 「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. 「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.				