

Bilingual Teaching Evaluation Sheet

Observer: Prof. Jong-Long Guo 郭鍾良	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases:HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			有中文字幕 全英文教學很棒
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			
綜合評述	<p>1. START OUT. 2. Get into it. 3. Play it 4. (Activities), 5. Activities II (50p) 4' 10' 20' Introduction HBP 6 Quick review Teaching Riddle Thinking Os Group work or individual 7 useful expression</p> <p>2. drugs → illegal drug → illicit drugs</p> <p>3. Textbook → exsented learning → autonomy learning</p> <p>4. 1 sentence = 1 candies → can be replaced by prize cards. 5 STARS = 1 candies * Prize might be stationery.</p> <p>5. 置入式行銷 is a good idea. Cards could be extend to board game. (Embedded advertising)</p> <p>6. Nice Teaching, every teaching activity is on schedule.</p> <p>7. Nice students' work: heart attack. HBP PowerPoints should add English.</p>				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 何清國	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases: HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			1. 課程主題明確 2. 流暢度佳 3. 交感互動過程 十分成功 4. 班級經營 氣氛營造到位 5. 學習成效是 具體顯著。 (學生主動 參與完成 所有課後活動)
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³, which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			
綜合評述	<p>1. 成功引導學生的學習動機與專注力。</p> <p>2. 成功發揮同儕學習的力量，有效提升學習成效。</p> <p>3. 智慧學習利用多元教學法讓英文學習能夠整合關鍵字時 Topic 讓學習是輕鬆自在快樂，對於學生的學習成就所是顯著的。</p> <p>4. 有效的獎賞與回饋傾聽更讓他們的學習壓力是低求知慾望大提升。</p>				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 陳錦謀	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases: HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.					
No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			課程流暢 學生使用英語 作代表長句 同詞訓練or 潤滑. 教師 活動及課程 安排之份量 合宜. 下同 控詞佳.
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			
綜合評述					

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 石曉潔	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases:HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			進行每一個活動時,以核章確認同學完成,再進階到下一個階段。 穩定的教學流程,讓同學可以跟隨老師步驟,有效
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³, which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			減壓。 多組有 領導者。可 互相協助 組員。
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			香公學生成果 互相觀摩並 提醒進度及需 要修改部分
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			
綜合評述	重點字詞舊見含運用猜謎、圈點字詞、填空、 重點整理等方式加深學生掌握主題。				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

系統
 合範
 授考
 学科知識的
 授課方式

Observer: Susan Chang & Efi	Date: 12.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases HBP

第三節
ppt

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			語言的刺激充足 關鍵內涵明確
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			透過減少簡報的 變化, 讓學生對課 程的熟悉度/降低壓力
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			能維持學生的專注力 給教材當習單, 同儕合作 運用
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			應用學生的作品 作為日後上新課的教材。 了解學生是否需要中文, eSOP 進行 四到七步驟, 必要的調整
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			提供多元鷹架

¹ See appendix A.
² See appendix B.

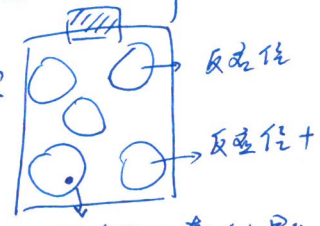
8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			做調查了解學生對中文的依賴程度
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			每次有新的學習, 同時有充分的複習
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			評量標準明確 簡便規準

綜合評述

10'30" 輕鬆的音樂 學生最期待又有點小緊張 跟老師用英文說話
1. 能
開始 看起來既 能活動

2. 很能抓住學生的注意力. 師生間很有默契, 變化反應方式 (舉手或其他) 方式. 聽力

10'40" 3. 隨時走近學生了解學習概況. 即時自然互動變致壓力

4. 如何分組?


反應位
反應位+
? 有點放棄. (小男生全整)

5. 活動運算且緊湊. 回應方式多元.

聽說讀寫 不同面向不同難易度的學習設計, 有助於學科學習
法 聽 說 讀 寫
不同開放程度 詳輔以自主學習 (小組簡報)

6. 增修系統(片) 很能同時學習. 造句與驚喜感.

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

Riddle. Review

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer:	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases = HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
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2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓	✓		
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			
綜合評述	<p>透過各種獎勵的穿插，鼓勵學生回答問題特別在完成小任務，回答問題中，因此老師不用管理秩序，以進行教學活動。讓學生專心。</p> <p>但雙語的教學，會不會犧牲以前推勸的閱讀、曼陀羅和心智圖等等的學習方法。</p> <p>這是未來要持續嘗試後，自己才能了解運用的方法。</p>				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 姜名峯	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases: HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
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3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			

綜合評述

1. 教學流暢，整體教學流程完全照教師走。
2. 學生參與極高，very enjoy health education.
3. 教師與學生互動良好。
4. SOP 教學流程令人耳目一新
5. 每一個教學活動都且有意義與有效
6. 教師理解每一位學生之學習狀況
7. Perfect !!!
8. 教師回饋、獎勵機制很值得學習
9. 教師會在教學過程 push 學生口說與聽力。

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 許香華	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases:HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

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2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	ppt. 教師口說 work sheet			
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	影片. ppt 學習單			
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	學生有效 回應			
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	小組報告			

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students ³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	進教室 上課前即有 互動、打招呼、 回應。			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	口語純英 教材有中文			
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	學生能聽懂 專心參與			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	開場說明			
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	提問 確認學習手冊 書寫			
綜合評述	<p>1. 反麥學生作品令人印象深刻, 寓教於樂。</p> <p>2. 開頭的短片無英、中字幕, 純聽力練習。</p> <p>3. 以抽字卡取代傳統加分獎賞, 讓學生更有學習動力。</p> <p>4. 能在上課前拿到一整本教材, 是很幸福的事, 有興趣的同學可先預習, 先了解內容。老師非常用心規劃。</p> <p>5. 教師使用 100% 英文上課 + 中英雙語教材, 既能學到知識也能練習語言。</p> <p>6. 每週一句, 這個構想可以帶回使用。</p> <p>7. 教師與學生互動佳, 許多班級經營技巧可學習。 蓋章、上下課儀式、SOP.</p>				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 杜蕙	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases: HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓	several games: cross word homework	linking and willy?	
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓	visual aids ⇒ video ⇒ graph ⇒ worksheet		
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓		↙	
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度		✓		中間組 silent
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓	有趣的提問 vampire's money ↓ blood ↓ high blood pressure		

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓	translanguaging => slides 中文		
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓	Part 1 summary Part 2		
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓	repeat terms/concept in games or activities		
綜合評述	<p>Instruct 120/80, 90/60, 學生同時 write down the answer => 形成</p> <p>Nice interaction between TR and ST</p> <p>報告: 中文, icon 也要 be related to their topic.</p> <p>Formative assessment: whole groups } teamwork individual</p> <hr/> <p>補充: sentence pattern? => 會增加壓力 (output)</p>				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.

Bilingual Teaching Evaluation Sheet

Observer: 周偉通	Date: 112.04.26
Teacher: Sally Chen	Grade Level: 8
Subject: Health Education	Lesson Topic: Chronic Diseases: HBP

Directions: Check the box when you see evidence of the indicator in the lesson. Use the space to the right to record examples and take notes.

No	Indicator	Highly Evident 非常明顯	Somewhat Evident 有些明顯	Not Evident 並不明顯	Examples 具體示例 (可省略)
1.	Content objectives clearly displayed and supported by lesson delivery¹ 學科目標清楚呈現	✓			以英文為教學媒材， 語言目標清楚， 學科目標清晰， 協助學習。
2.	Language objectives clearly displayed and connected with content objectives 語言目標清楚呈現並與學科相關	✓			
3.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) 多方強調單字	✓			以這種方式及問答 方式強化單字。
4.	Supplementary materials used to make the lesson clear and meaningful (e.g., graphic organizers, computer programs, annotation, graphs, models, visuals) 用多元媒介讓課程清楚有意義	✓			以影片、圖片、遊戲、 卡片、Worksheet、 PPT等媒材協助學習
5.	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking 有效的活動使語言融合學科學習	✓			活動即活化學習 SOP 9 steps.
6.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) 講述適合學生程度	✓			學生皆能跟上進 度。
7.	A variety of scaffolding techniques² used to assist and support student understanding (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 有多種的鷹架幫助學生學習	✓			以PPT的圖片、中文 及英文，英文解釋 舉例協助學生學習。

¹ See appendix A.

² See appendix B.

8.	Frequent opportunities for interaction and discussion between teacher/student and among students³ , which encourage elaborated responses about lesson concepts (including higher-order thinking skills) 師生或學生間有互動機會	✓			教師時常走動於各組之間, 師生互動, 並提供多次機會和學生問答。
9.	Appropriate use of L1 and L2 to clarify concepts and deliver lessons 教學中適當使用中文與英文	✓			以學習單 PPT 呈現中文, 英文, 使不同程度學生學習。
10.	Pacing of the lesson appropriate to students' ability level 教學步調適合學生程度	✓			學生皆能參與在課程中。
11.	Use of transitional language between activities (e.g., to recap previous content and introduce the next activity) 活動之間使用連結語	✓			課程流程學生已熟知, 連結語用確能清楚指導學生進入下一層中。
12.	Assessment of student comprehension and learning throughout the lesson (e.g., spot checking, group response, and regular feedback) 課程中有評量學生的學習狀況	✓			教師於學生看影片或思考時評量學生狀況。
綜合評述	<ol style="list-style-type: none"> 1. 教師以多種活動切換, 讓學生融入學習當中, 反覆應用學到的知識。 2. 課程中充滿樂趣, 學生樂於學習, 沉浸於學習中。 3. 教師在課程中於分段間距皆會逐一確認學生學習狀況, 並給予協助與獎勵。 4. 課程結束時會給予小組即時回饋, 強化同儕學習及互助, 並於 Useful Sentences 環境請學生各別向教師練習英語口說並給予個別鼓勵。 5. 時間掌握良好。 				

Adapted from The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008; 2017).

³ See Appendix C.