

英语课程标准与教学实践丛书

**TEACHER'S  
HANDBOOK**

# Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards

教师发展档案与业绩标准  
(教师手册)

## Editors

Tim Murphey (美)  
陈琳 Chen Lin

## Writers

顾佩娅 Gu Peiya  
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温故而知新，可以为师矣。

*Reviewing what you have learned and learning anew,  
you are fit to be a teacher.*

*Confucius (551 BC–479 BC)*

教学相长。

*To teach is to learn twice.*

*Joseph Joubert (1754–1824)*

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# A Letter From Chen Lin 来自中方主编的一封信

亲爱的老师、教研员和校长朋友们：

你们好！

一般来说，在使用这本书以前，你们应是已经使用过这套系列丛书的前三册，当然也就曾经读到了我在那三册卷首写给你们的信了。

但是，如果你们在进一步发展自己的过程中，主要关注的是教师进修和评价问题，因此只选读这套系列丛书的第四本，也就是本册书。倘如此，我就建议大家先参阅一下我为前三册书所写给大家的那封信。因为，对这四册系列丛书的总体有个总体了解，可以使大家更有效地使用本册书。

这本书，顾名思义，就是一册讲解教师如何借助“教师发展档案(Portfolio)”(以下称Portfolio)和“教师业绩标准(Teacher Performance Standards)”(以下简称TPS)两大关键措施(pillar)来发展和评价自己。而作为这一切的出发点，就是我们教师、教研员和校长们应如何竭尽全力地把自己的学校办成一所“学习型学校(Learning School)”。本书在“简介(Introduction)”一开始处就明确指出：

“本书的目的，就是为教师和教育行政管理者提供一套指导原则和方法，来推动中国英语教师的成长并提高他们的教学效果。本书愿为全中国的教育工作者提供一个途径和机会，来把他们的学校建成一所学习型学校。”

显而易见，要想利用这本书来推进教师的自我成长并对自身的教学工作做出恰当的评价，就必须清楚什么是“Portfolio”和“TPS”。

书中说：“档案是一个范围宽广的、反映教师的业务工作的、多方面状况的、正式和非正式的文件和其他有关例证的总汇。这个档案总汇可以包括学生作业、教师备课笔记、听课记录、与同事、家长和其他有关人士的座谈记录、自己的教学理念的阐述、课堂教学录像或其他任何可以说明一个教师的工作状况的资料。”

本册的第一、二两章集中阐述了Portfolio的使用。

至于说到教师业绩标准，则凡是读过此套丛书前三册的，必已是耳熟能详了。这个标准的八个领域(domain)就是：

- 一、了解学生；
- 二、树立积极的态度；
- 三、设计、实施并反思教学；
- 四、构建语言知识、语言学习知识和独立思考能力；
- 五、探索和运用文化知识；
- 六、评价教学与学习；
- 七、联系课外情境与资源；
- 八、拓展专业视野。

这些标准，一方面是为教师的自我修养而设的，但同时也是为各类教育行政领导和管理人员对教师进行合理而有效的评价用的。本书的第三、四两章详尽地分析了标准的八个领域以及他们的实施策略。

本书的第五、六两章，则用较大的篇幅为各类教育行政领导者和管理人员指出各种特定的途径，便于他们更有效地利用Portfolio和TPS来规范教师们的业务生涯并创建优秀的校园文化，支持并鼓励教师们通过运用Portfolio和TPS提高自身素质，成长为优秀的教师。

关于评估，本书提出了一个“四双眼睛”的概念，对一个教师的业绩的评估应当从多个视角来进行：

自我评估——教师自身的视角

同事评估——共事教师的视角

学生评估——所教学生的视角

行政评估——学校督导的视角

在这里，考虑到我国当前的具体状况，我倒要再提出另外一个同样重要的第五双眼睛，即：

社会评估——学生家长的视角

由于独生子女政策的实施，家长们对自己唯一的孩子的成长倍加关注，这是可以理解的。“望子成龙”的观念虽不值得提倡，但是希望孩子能在一位优秀教师的帮助下更健康地成长起来，是理所当然的。因此，家长对教师的评价也十分重要。但是，以自己的孩子是否天天、课课都能得一百分来作为评价教师的标准，显然是不恰当的。因此，家长们能否正确理解教师业绩评估的八个领域的涵义，也是非常重要的。

Portfolio和TPS在我国基础教育阶段的外语教学以及其他各科教学中的运用，还是一个新课题。但它必然会在我国课程改革的进程中发挥日益重要的作用。我希望我们献给大家的这册书——《教师发展档案与业绩标准》(*Portfolio-Based Teacher Development and Appraisal With Teacher Performance Standards*)，能够为我国广大的外语教师自身修养和业务能力的提高以及各级教育行政管理人员能更合理而有效地做好教师评估工作，提供一些有益的思考材料 (food for thought)。

最后，还得啰唆两句：正像本套丛书前三册一样，这本教材的语言是标准的、优美的。认真研读这本书，会对我们英语水平的提高有所裨益。

祝诸位同仁身体健康，万事胜意。

你们的，



2007年春

# What Is This Book About? 关于本书

Volume 4 is, as its title suggests, a companion to the other 3 volumes. Here's what I think makes it a companion: In the first three volumes, the teacher and learner standards appear in action—in stories of classroom practice. The standards take second place to the stories. Conversely, the standards are considered more directly in the 4th volume. But there is always a link among the four volumes: Chapter 3 makes that linkage explicit, encouraging readers to go back to the first three volumes for further examples of the standards. You'll see that link clearly beginning on page 59, where selections of the first three books are repeated and arranged by standards. We hoped that teachers might look at some of these selections and be interested enough to go back to the original three volumes for more detail—and we especially hoped that it might encourage teachers to look at volumes at levels other than the one that they teach. This is the part of Volume 4 that you most remember, I think.

Volume 4 is also a teacher development and professional appraisal manual. This may be the part that is newest to some Chinese educators, and I think it was the part that you remember least (though you participated in many conversations that influenced the content and the specific examples). The key elements are:

- Teacher standards: These are the backbone of Volume 4. When we developed these standards, we were unable to find any set of teacher standards in China. So these were based on teacher standards that we could find in the literature, and then enriched by the values we found in the MoE *English Curriculum Standards* and the conversations we had with Chinese and other educators. Pages 45-46 briefly explain where they came from. Chapter 4 gives brief examples of the many ways in which teachers' practice could exemplify various standards.
- Portfolios: A brief but comprehensive review of what portfolios are and the many ways in which they can be used. The emphasis is on portfolios for student and teacher growth and self-awareness. Portfolios can be used for assessment, though our emphasis is on assessment for growth, rather than assessment for judgment, reward, or punishment.
- Teacher development activities: This part might be most useful to teacher educators and administrators. It's full of brief, easy ideas for workshop activities that help teachers understand and experience various standards, inspiring them to include related activities in their own teaching. This chapter begins with some general observations about "workshops that work". As you have often pointed out, teachers' practice is unlikely to change if they're presented with new methods in an old format (lecture or lists of "best practices").
- Assessment/appraisal: Chinese educators strongly encouraged us to develop a product that could be used to evaluate teachers' practice. This is where we



may be perceived as most radical. In English, there's an important but subtle difference between "assessment/evaluation" and "appraisal". "Assessment" or "evaluation" strongly implies judgment. "Appraisal" has more of a sense of discovering *how something is*, which can include giving value to that something. But in appraisal, *evaluating* is only part of the analysis. Discovering, understanding, and giving meaning are important elements. Think of appraising an old piece of furniture that has been in your family for generations: You want to know as much about it as you can, but its monetary value is only part of what matters to you.

We believe that fundamental change in teachers' practice does not come by putting on new methods and techniques, like putting on a new coat. It comes by understanding who we are, why we do what we do, what happens as a result, and only then can we think about we want to do differently—and why. Similarly, fundamental change is unlikely to come as a result of external evaluation. (Here, though, your dissertation suggests that Chinese teachers may be more open to change through external evaluation than western teachers.)

Because of these beliefs, the appraisal elements proposed in Volume 4 tend to be highly reflective, personal, and collegial. We did develop a scale (discovering, approaching, meeting, exceeding) and offered some charts that teachers could adapt to their own situation.

### **Who is it for?**

It's for anyone who is interested in the professional development/growth of teachers, and that includes the teachers themselves. However, the most eager audience for Volume 4 might be educational administrators with direct responsibility for teacher development and appraisal.

### **How can it be used?**

Like the first three volumes, there is no prescribed entry point. However, Chapter 1 lays out the values that underlie the rest of the volume, so it's probably worth starting there.

Next, I'd suggest reviewing the standards for teachers and learners. If one is assessing teacher practice (teacher standards) or developing standards-based lessons (learner standards), a deep understanding of standards is necessary. They are listed at the beginning of Chapter 3. And then at the end of Chapter 3 each teacher standard has an example taken from Volumes 1-3 that illustrates the standard. Chapter 4 goes further with the teacher standards, listing hundreds of classroom activities

showing teacher standards in action. These activities, you will recall, were developed by the CEFLS writing team so they include ideas from US-, China- and Japan-based educators.

With that base of understanding:

- If a reader is interested in developing portfolios for teachers (or even for students), they might pay most attention initially to Chapter 2.
- If a reader's job includes giving workshops, Chapter 5 is a good place to start. It includes general thoughts about effective workshops and then gives lots of workshop activities that help teachers think about how to use the teacher standards to enrich their own classroom practice.
- If a reader's job includes assessing teacher practice, Chapter 6 will help.

### **Local adaptation**

Some of the ideas in this series will seem strange or foreign to the Chinese reader. Of course, the writers wanted their ideas to be acceptable, but there is some value in the "strange" ideas that have crept into the Volume. Readers might consider why an idea seems strange, what values underlie the idea, and ways in which the idea could challenge their own thinking. And after such analysis, it's perfectly fine for the reader to dismiss an idea as impossible or unworkable. Perhaps, though, they may be inspired to adapt or transform the idea in a way that will work for them.

Because English teaching and learning in China will be very different from place to place, depending on the background of teachers and the resources available to them, there is great emphasis on local adaptation. Many questions and activities encourage educators to adjust ideas to their own situation. Thinking Further (page 154), for example, discusses ways in which teachers can work with a textbook that doesn't fit their situation. And the PAATPS grids (pages 165 and following) are only partly filled out, encouraging educators to add examples of good practice that are right for their situations.

# Xiao Hua Becomes a Teacher 小华当老师

Xiao Hua is in her fourth year of university and is completing her practicum in a nearby high school. During her studies to become a teacher, she has taken many English courses but is most interested in her methodology course. In the course, students have to reflect on good teachers they have had before they attended university and describe why they were good teachers. Xiao Hua writes about three teachers she had: Ms. Zhou in third grade, Ms. Zhang in seventh grade, and Mr. Xiang in tenth grade. Each teacher is different in some ways, but all modeled lifelong learning for her. She remembers the feelings she had in their classes and some of the activities, but she has to reflect more deeply about why they did, what they did, and what their theory of teaching must have been.

Her methodology teacher and practicum adviser, Ms. Cong, introduces her students to *English Curriculum Standards* (Ministry of Education, 2001), which partially inspired the learner and teacher performance standards illustrated in three special volumes for primary, junior, and senior high school teachers: *Integrating EFL Standards Into Chinese Classroom Settings*. She also refers students to a fourth volume (this book) concerning a portfolio-based appraisal process that helps teachers document their students' learning as well as their own learning. She speaks of the volumes' design that gives teaching ideas through stories. She leads them to see that they themselves have created stories by describing the effect their teachers had on them.

Ms. Cong then asks her students to go to the teacher performance standards and see which ones might apply to the teachers that they described. "Standards should come out of good teaching," she says. "If you cannot find your teachers' excellence described in the standards, then we need to add something to the standards. Standards are tools to help us grow. But there may be other tools out there that wonderful teachers are using, and we need to be willing to think about them." Later she asks the students to work in the opposite direction and take a standard and think of a classroom activity that would reflect it.

Ms. Cong also has students create portfolios associated with their own practice teaching. A portfolio is a collection of documents and reflections that show the professional experiences, creativity, and growth of a teacher. Ms. Cong tells her students that portfolios will help them get a good job and, used throughout their careers, will inspire and document their lifelong learning and their good work as teachers (Chaver, Hart, & Avaloz, 2003).

Ms. Cong advises all her students to develop a critical understanding of the learner and teacher performance standards. She stresses that they do not have to memorize them but rather use them as a way of looking at their teaching from time to time. The examples in the three *Integrating EFL Standards Into Chinese Classroom Settings* volumes illustrate the application of the learning and teaching standards through simple narratives of teaching and learning in the English classroom.

"The fourth volume," Ms. Cong tells them, "will become more valuable as you proceed further into your career."

"A teaching career is a long, ever-changing journey," Xiao Hua thinks. "I am eager to begin."

小华今年读大学四年级，即将结束在附近一所中学的实习。在她所修的英语课程中，她最喜欢教学法这门课。任课老师叫同学们回忆一下谁是他们进大学前最好的老师，并要他们说明为什么这样认为。小华列举了三位老师：小学三年级的周老师，初一的张老师和高一的向老师。三位老师各有特点，但都给她树立了终身学习的榜样。她还记得上这三位老师课时的感受，依然还记得在课上做过的一些活动。但要她说出他们当时为什么那么做，那么做又是基于什么教学理论却一时说不上来。这需要进一步的思考。

丛老师是小华的教学法兼实习指导老师，她向小华和她的同学们介绍了教育部2001年颁布的《英语课程标准》。并向他们推荐了这套“英语课程标准与教学实践丛书”。这套丛书共分四册，第一、二、三册分别覆盖小学、初中、高中阶段，第四册，即本书，讨论如何通过建立教师发展档案建立一个评估体系，记录学生和教师教学相长的过程。丛老师特别推荐了第四册，说这本书以讲故事的形式给英语老师们出了不少好点子。丛老师还进一步启发他们，说小华他们通过回忆自己过去的老师的教学效果找出他们当时所遵循的教学理念就是很好的例子。

丛老师然后让学生打开《教师发展档案与业绩标准》中教师行为标准的那部分，并要他们说出当年他们的老师分别达到或者体现了哪些标准。她说：“标准出自优秀的教学。如果在标准中找不到对那些优秀教师的某些教学行为的描述，那就说明这个标准还需要补充。标准是帮助我们提高业务水平的工具。不过也许还有不少其他工具(不少教师正在使用这些工具)我们也同样应该加以考虑。”然后她又让学生反其道而行之，在标准中任意拣出一条，再找出能反映这条标准的课堂活动。

丛老师还让她的学生建立有关他们自己的教学实习过程的专业成长记录。在该记录中收录有关该学生所参加或经历的各种业务进修活动、创造性的活动和个人成长过程的材料。丛老师告诉她的学生专业成长记录将会有助于他们找到一份好工作，并将鼓舞和伴随他们渡过整个教师生涯，记载他们作为一名优秀教师一生的学习和工作经历。

丛老师建议她的学生以评价分析的眼光去理解教师 and 学生的标准。她强调没有必要死记硬背标准中的条文，但却应该经常以标准对照衡量自己的教学。“英语课程标准与教学实践丛书”的前三册中就用简明易懂的语言举出了不少实例来说明教师 and 学生的标准在课堂教学过程中应该如何实施。

丛老师指出：“这套丛书的第四册对即将走向教师岗位的你们尤为重要。”

“教学生涯将会是漫长的，充满不确定因素的。”小华想，“不过我想马上开始。”

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# Introduction

## 简介

Before and as you read, think about what you know and are learning.

请想一想, 阅读本章之前你对本章主题已经了解些什么, 阅读本章过程中又学到了什么。

1. Think about the people with whom you work or study. What do they think contributes most to teacher growth and change?

想想你的同事和同学们。他们认为哪些因素决定了一个教师的成长和变化。

2. Do you agree with them?

你赞成他们的观点吗?

3. What ideas from this introduction would you like to discuss with your colleagues?

在本简介中你认为有哪些观点你要和同事们一起探讨?

# Two Pillars 提高师资水平的两个关键措施

## ① 提高师资水平的两大措施:

- 教师发展档案 (Portfolios)
- 教师业绩标准 (Teacher Performance Standards)

▶ A common pattern of expectation in many schools is that students learn, teachers teach, and administrators assess and evaluate teachers. In a dynamic, progressive school, however, everyone is a learner, and learning never stops. Through learning, teachers and administrators, as well as students, are in a permanent state of growth. ◀1

In his work with businesses in the early 1990s, Peter Senge (1990) redefined the productive company as “a learning organization” (p. viii). According to Senge, if people in a company were not continually learning, the company was probably not progressing. Abundant research supports his view. When companies invest in the learning of the employees, they invest in the quality of the company and its ability to survive and thrive. Later in the 1990s, Senge turned his attention toward education, applying the same concepts to schools with much the same result. He then published *Schools That Learn* (2000), cowritten with a host of other educators.

## ② 本书宗旨:

- 提高教师水平
- 改进教学效果
- 创造学习型学校

▶ The purpose of this volume is to provide teachers and administrators with guiding principles and specific tools to promote the growth of Chinese EFL teachers and to enhance their effectiveness with students. It is to provide educators throughout China with the means and opportunity to make their school a *learning school*. ◀2

Two fundamental pillars support the approach that this volume takes toward promoting the professional growth of teachers: portfolios and teacher performance standards.

## Portfolios

A portfolio is a wide-ranging collection of formal and informal documents (or other relevant artifacts) that reflects many aspects of a teacher's professional work. ▶3 The teacher usually selects the contents of a portfolio, which may include samples of student work; lesson plans; reports of class observations; summaries of communications with colleagues, parents, or others; statements of vision or philosophy; videotapes of a lesson or lessons; or almost anything else that captures or conveys some aspect of a teacher's work. ◀3 More than a checklist from a supervisor's observation of a class, portfolios present, for both the teacher and supervisor, a far richer and more complete portrait of the teacher's professional engagement, performance, and growth. Chapter 2 of this volume explores portfolios and how they can be effectively used in a learning school. ■

## ③ 教师发展档案素材:

- 学生作业
- 备课笔记
- 听课记录
- 与同事、家长或其他人士的座谈记录
- 自己的教学理念阐述
- 课堂教学录像等物品

■ 学习型学校贵在教师对教学业务能力不断的提高。建立档案有利于了解教师工作的能力和状况。随着档案工作的持续进行,教师的业务工作水平势必会有相应提高。因此,如何通过档案的制作,有效促进学习型学校的形成和发展,是一个值得探讨的问题。



# Teacher Performance Standards

▶ The second pillar is the teacher performance standards (TPS). Designed exclusively for this book and for China's school system, the TPS set forth eight domains of standards that teachers may pursue and against which their growth may be assessed. The eight domains of the TPS are as follows:

1. Knowing Students
2. Appreciating Attitudes
3. Planning, Delivering, and Reflecting on Instruction
4. Constructing Knowledge of Languages, Language Learning, and Critical Thinking
5. Exploring and Applying Culture
6. Assessing Teaching and Learning
7. Connecting Beyond the Classroom
8. Expanding Professional Horizons ◀4

Accompanying each of the eight domains are two or three standards (with elaborations) that provide specific descriptions of what EFL teachers should know and be able to do to realize their full professional potential and serve their students well.

Chapters 3 and 4 of this volume elaborate on the nature of the TPS and on how teachers and administrators can enlist them in the service of professional growth. Chapter 3 presents a full description of the standards, offering concrete examples of the presence and application of the TPS in the classroom through classroom portraits selected from companion volumes in this series that address learner standards (Agor, 2005a, 2005b, 2005c). Chapter 4 provides approaches that teachers may use to understand the TPS fully, to apply them in their practice, and to assess their own continuing professional growth.

Chapters 5 and 6 offer administrators, workshop providers, and other educational leaders specific ways to give the TPS and portfolios a central role in the professional lives of their teachers and in the cultures of their schools. Chapter 5 includes a number of teacher workshop activities designed to heighten teacher awareness of the TPS and to encourage the use of portfolios. Chapter 6 further guides administrators in the effective use of these tools as they observe teachers, support and encourage them, and collaboratively assess their work. ■

■ 教师业绩标准的八大领域全面叙述了外语教育对教师工作能力素质的要求，如：教师对学生的态度、教学的理念、处理教材和其他教学资源的能力、教学评估的内容和方式、文化态度，乃至自身的职业要求。对照标准，落实精神，教师势必能充分调动自身能力，提高业务水平。就此而言，由上述八大领域构成的教师业绩标准是促进老师进步的两大措施之一。

## ④ 教师业绩标准的八个领域:

1. 了解学生
2. 树立积极的态度
3. 设计、实施并反思教学
4. 构建语言知识、语言学习知识和独立思考能力
5. 探索和运用文化知识
6. 评价教学与学习
7. 联系课外情境与资源
8. 拓展专业视野