MORAL PSYCHOLOGY LABORATORY

道德心理學實驗室

Providing tools for ethical character development

提供倫理品格發展工具

Guide for the
Checklist for an Ethical and Achieving Classroom (CEAC)
倫理實現教室檢核表指南

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Rationale: The *Checklist for an Ethical and Achieving Classroom (CEAC)* is based on research findings regarding what helps students develop ethical character and achieve academically. Particular classroom climates and teacher practices are related to student ethical development and achievement.
理論依據：倫理實現教室檢核表係依據幫助學生建立倫理品格與學業成就之研究結果所建立。特定的教室氛圍與教師日常行為對於學生的倫理品格發展與成就有密切關聯。

Purpose: The *Checklist for an Ethical and Achieving Classroom (CEAC)* is a tool for educators. It is a way to consider the broad aspects of designing classroom practice that promotes ethical character development and achievement. Teachers assess their strengths and weaknesses, priorities and goals. Though the questions are crosscutting, CEAC fits primarily into "Relationships" and "Self-Authorship" of the RAVE model and is a useful way for teachers to see the characteristics of these guidelines.
目的：倫理實現教室檢核表（CEAC）是提供給教育人員使用的一種工具。此工具考慮到為了促進倫理品格發展與成就而設計課堂實作所牽涉的廣泛面向。教師評估其優缺點，優先事項和目標。 雖然題目是橫斷的，但成就品格教室檢核表主要符合 Rave 模式中的「關係」與「自主權」，對教師而言，能幫助他們看見這些指導方針中的特色。

RAVE Model for Moral Character and Ethical Knowhow

Relationships. Teachers establish a secure relationship with each child. For an individual to be open to ongoing experience, their needs and individuality need to be acknowledged and taken into account. The responsive teacher expresses openness to mutual influence and models 'unconditional positive regard' (Rogers, 1983) for the child's "becoming" a prosocial member of the community. In such a relationship, the child can thrive as a person and as a student. Relationships also include the climates or cultures that comprise the practices and expectations shared by members of an organization. Caring community classrooms provide the support students need for achievement and prosocial behavior (Battistich, 2008). A sustaining climate offers a caring, mastery-learning environment but also fosters human potential through intentional guidance for purposeful, democratic participation (see Narvaez, 2011) where students care for one another's welfare (Power & Higgins–D'Alessandro, 2008).

Apprenticeship. When teachers view children with a growth mindset (instead of a fixed mindset; Dweck, 2006), they realize that students require structured guidance to foster development in a host of skills needed to live a good life (Lave, 1988). This takes modeling and coached practice along with immersion in experience for developing intuition (Hogarth, 2001). Mentors provide deliberate, intentional instruction is required to foster moral problem solving skills, which include social and emotional learning (Elias et al., 2008). The Minnesota Community Voices and Character Education project (Narvaez et al., 2004) identified sets of ethical skills that can be taught in public schools using a novice to expert instructional approach.

Village Support. Development occurs in a context of supportive relations that include the wider community. Educators can help restore the ecological system of support. Reinvigorating and coordinating the child's network of support among family, community, and neighborhood institutions means that each area aligns goals to build assets and foster flourishing in the child and neighborhood (Lerner, Dowling & Anderson, 2003). It is in the community that children and youth practice and apply ethical competencies. After all, moral development is about learning for life (Dewey, 1938).

Ethical Expertise. Ethical skills are developed through a novice-to-expert pedagogy in the apprenticeship context until the individual is able to self-author. Autonomy is a fundamental characteristic of intellectual and moral maturity (Piaget, 1932) and is particularly important for moral functioning (Narvaez, 2011).

Self Authorship. Moral self-authorship capacities include executive functioning capacities like moral self-monitoring (am I taking all sides into account in making my decision?) and moral self-reflection (does this action align with my moral identity?). Those with good self-monitoring are able, for example, to change strategies when a particular course of action is not working, whether working a math problem or a moral problem.

RAVE 模型的道德品格和倫理知識

關係: 教師與每位學童建立穩固的關係。若要讓學童願意持續參與，他們的需求與個別差異都是需要考量的因素。對了讓學童「成為」群體中活躍的成員，回應的老師需表達他(她)對於相互影響力和開放性，以及採用羅傑斯「無條件的積極關懷」模式(Rogers, 1983)。在這樣的關係中，孩子可以同時以個人和學生的身分茁壯成長。此關係還包含組織成員間互相分享其做法與期待的氣氛或文化。關懷社區教室為學生提供成就和利社會行為所需的支持（Battistich，2008）。此支持性的氛圍提供具有關懷、精熟經驗的學習環境，同時也能透過有目的性的引導學生進行福利相關的民主參與以培育他們的潛能 (Power & Higgins–D'Alessandro, 2008)。

學徒身分(見習期)：當教師認為學童擁有成長的心智（而不是固定的思維方式（Dweck，2006）），他們意識到學生需要結構化的指導，以培養其發展並滿足生活中所需要的技能(Lave, 1988)。這些都需要模仿與練習，伴隨著行為的內化(Hogarth, 2001)。導師需要提供審慎的與有目的之指導，以促進學生道德問題解決的能力，其中包括社會和情感的學習(Elias et al., 2008)。明尼蘇達州社區聲音(The Minnesota Community Voices)和品格教育計畫(Character Education project)(Narvaez et al., 2004)確立了一些可以在公立學校以新手到專家的教學方法(novice to expert instructional approach)教授的倫理技能。

區域支持：發展產生於一個支持的關係中，此關係也包含了更廣義的社區關係。教育者可幫助恢復支持性的生態系統。重建與協調兒童在家庭、社區、鄰里機構中之支持網絡，此意味著每個領域有共同目標來建立資產，並促進兒童和鄰里的蓬勃發展(Lerner, Dowling & Anderson, 2003)。在這些社區中，孩子與青少年可以練習和運用他們的倫理能力。畢竟，道德發展是關於學習如何生活(Dewey, 1938)。

倫理專門知識：在學徒(見習期)背景下，可透過新手到專家教學法來發展倫理技能，直到個人能夠達到自主學習。自主性是智能與道德成熟的基本特徵(Piaget, 1932)，對道德的運作尤其重要(Narvaez, 2011)。

自主權：道德自主權能力包含執行運作的能力，例如道德自我監控（我在做決策時是否考慮所有層面？）和道德自我反思（此一行動是否符合我的道德認同？）。舉例來說，那些具有良好自我監控能力的人，他們能在特定行為不能奏效時改變策略，無論是數學問題還是道德問題上。

Development of the *Checklist for an Ethical and Achieving Classroom*
倫理實現教室檢核表的建立

The *Checklist for an Ethical Classroom (CEC)* was developed during the Minnesota Community Voices and Character Education Project, 1998-2002[1]. It has since been refined and extended into the *Checklist for an Ethical and Achieving Classroom (CEAC).*
「倫理教室檢核表」（CEC）是在 1998-2002 年 [註1] 由明尼蘇達社區聲音和品格教育兩個計畫中制定的。在那之後，它已被修訂並擴展成「倫理實現教室檢核表」（CEAC）。

There are two levels of self-assessment, the basic level which is appropriate for most educators and a "going deeper" level for those who would like more suggestions for self-development.
包含兩階段式的自我評估，基礎階段適用於大部份的教育人員，進階階段則適用於想要有更多自我發展建議的教育人員。

Design of CEAC 倫理實現教室檢核表的設計

The *Checklist for an Ethical and Achieving Classroom* has eight categories. Most categories have both a basic and a deeper level.
倫理實現教室檢核表有八個類別。大部份的類別包含基礎階段與進階階段。

Social Climate variables are those that emphasize relationships.
社會氛圍變項特別強調關係

> *Caring Classroom Community* addresses the teacher practices that influence a sense of community in the classroom and that are linked to students' sense of belonging.
> **關懷教室社群:** 強調影響教室中的社群關係及與學生的歸屬感有關之教師活動。
> *Teacher Style* includes elements of responsiveness, warmth and immediacy, characteristics particularly important for some minority groups. It also includes elements related to providing a sense of safety, security and trust, all of which are vital for maximum achievement and sense of community.
> **教師風格:** 包含熱誠、溫暖和立即性回饋，這些特質對於少數族群格外重要。教師風格包含提供學生安全感與信任感，所有的風格對於學生的最佳表現及社群感知程度都相當重要。
> *Community Connections* refers to teacher respect for diversity and inclusion of the community in learning
> **社群聯結:** 教師尊重多元性並且在學習融入社群概念。
> *Ethical Expertise Development* includes the additional elements necessary for cultivating ethical skills and expertise (Narvaez, 2006) that have not been included in other categories.
> *倫理專業發展:* 包含其他有關培養倫理技能與專業的要素，沒有被包含在其他類別的內容。

<u>Learning Climate variables are those that contribute to academic motivation and learning, beyond the social climate variables which do also.</u>
學習氛圍因素對於引起學術動機及學生學習的貢獻超越社會氛圍因素。

Mastery Atmosphere refers to instructional practices that motivate students to learn rather than focus only on comparing their performance to the performance of others.
精熟學習氛圍:教師所使用的教學練習活動會引發學生的學習動機而非只在乎比較自幾與他人的學習表現。

Stimulating Curriculum Content addresses the types of instruction and curricula that motivate students to engage in learning.
刺激課程內容:探討那些類型的教學引導與課程,能有效引發學生的學習動機。

Self-Development and Resilience includes factors that help students in their self-development as teachers assist students in managing their own learning and development.
自我發展與恢復: 探討教師扮演協助者角色時,能幫助學生自我發展之因素。

Supportive Physical Structure suggests that teachers be also aware of how infrastructure influences learning potential.
支持性的物理環境結構: 教師應該察覺如何建構課室環境以影響學生的學習潛能。

Summary Table

	Basic	*Going Deeper*
Social Climate:	Caring Classroom Community-I	Caring Classroom Community-II
	Teacher Style-I	Teacher Style-II
	Community Connections-I	Community Connections-I
		Ethical Expertise Development
Learning Climate:	Mastery Atmosphere-I	Mastery Atmosphere-II
	Stimulating Curriculum Content-I	Stimulating Curriculum Content-II
	Self-Development & Resilience-I	Self-Development & Resilience-II
		Supportive Physical Structure

摘要表	基礎階段	進階階段
社會氣氛	關懷性的班級社群-I	關懷性的班級社群-II
	教師風格-I	教師風格-II
	社群聯結-I	社群聯結-II
		道德專業發展
學習氣氛	精熟學習氛圍-I	精熟學習氛圍-II
	刺激課程內容-I	刺激課程內容-II
	自我發展與恢復-I	自我發展與恢復-II
		支持性的物理結構

How to Use CEAC

如何使用倫理實現教室檢核表

The CEAC may be used in staff development settings or by individual teachers as a form of self-authorship.

倫理實現教室檢核表可以在教師發展的場域使用，或讓個別教師使用，做為自我檢核。

The educator is encouraged to complete as many pages as comfortable. Once a goal or set of goals is in hand, there is no need to complete the whole measure. Educators can return at a later date to reassess progress on selected goals and move further through the checklist to adopt new goals.

教育者被鼓勵依據自己的便利性，選擇回應本檢核表。一旦確定目標，不需要完成所有檢核項目。教育者可以日後再重新檢視所選擇的目標學生進步的情形，進一步採用檢核表來加入新的目標。

Scoring CEAC

倫理實現教室檢核表的評分方式

There is no particular scoring used for the CEAC because it is a self-assessment and strategic planning tool. Ideally, a teacher uses it annually and compares responses across years, and sees scores increasing (more "Lots" and increased self-ratings).

倫理實現教室檢核表並沒有特定的評分方式，因為它是一項自我檢核與策略計畫的檢核工具。理想的狀態下，教師每年度使用它來評量跨年度間的差異，用以檢視自我檢核後的進步情形。

Research with the *Checklist for an Ethical and Achieving Classroom*

使用倫理實現教室檢核表的研究

We developed an early version of CEAC, the Checklist for an Ethical Classroom during the Minnesota Community Voices and Character Education program, offering it as a resource for teachers' self-assessment. Pam Lane-Garon (2003) and colleagues have found it helpful to use the CEC in teacher education programs.

我們在明尼蘇達社會聲音與品格教育計畫中，發展了初版的倫理實現教室檢核表，用來做為教師自我檢核的工具。Pam Lane-Garon (2003) 和同事 發現使用倫理實現教室檢核表在教師養成教育機構是很有幫助的。

Terms of Use

使用規定

The *Checklist for an Ethical and Achieving Classroom (CEAC)* may be used for educational purposes. You must obtain permission for other uses. For-profit companies need a special contract and may be charged royalties.

倫理實現教室檢核表可以提供給具教育目的單位使用。若是做為其它使用時，請先獲得作者授權；若是營利公司使用本檢核表時，需簽訂特殊合約並可能收取費用。

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如果您有任何建議或問題，請聯繫……..

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DIRECTIONS FOR CEAC CEAC 指導語

1. The teacher should ask him or herself each question and complete the self ratings
      (circle "Lots" "Some" or "None").

1.教師應該詢問自己每個問題並完成自我評分(圈選"很多"、"一些"或"沒有")。

2. Then mark the overall ratings.

2. 然後標記整體評分。

3. Finally select a goal to work for the next interim.

3.最後選擇一個目標,為下一個階段準備。

SOCIAL CLIMATE BASICS: CARING CLASSROOM COMMUNITY-I

社會氣氛基礎:關懷性的班級社群-I

Lots Some None 1. Do I have clear positive expectations for student behavior?
我對學生行為有明確的正向期待嗎?

Lots Some None 2. Do I highlight shared values by engaging the whole class in thinking about how they
      want to be treated and how they want their class to be?#
我能藉由引導整個班級學生思考希望如何被對待,以及希望班級變得如何,以強調共同價值?

Lots Some None 3. Do I explicitly emphasize common positive ideals and purposes?
我是否明確強調普遍正向理想和目標?

Lots Some None 4. Do I emphasize compassion and graciousness in how we treat one another?
我在與人互動時會強調同情心與仁慈感嗎?

Lots Some None 5. Do I encourage students to help one another, the class as a whole, and the teacher by
      organizing the environment to support student interaction?#
我能鼓勵學生以班級為單位互相幫助,並組織良好的環境氣氛來支持學生互動嗎?

Lots Some None 6. Do I encourage students to help one another, the class as a whole, and the teacher by
      being open to students' suggestions?#
我能鼓勵學生以班級為單位互相幫助,以開放的心採納學生的建議嗎?

Lots Some None 7. Do I build interdependence and responsibility by asking students to take
      responsibility for the classroom and then help students learn to take responsibility?#
我能要求學生對班級負責,並幫助學生學習承擔責任,以建立相互依賴和責任感嗎?

Lots Some None 8. Encourage students to create their positive understanding of school tasks.
鼓勵學生積極了解學校的工作。

How would you rate yourself overall on "Caring Classroom Climate-I?"

在 "關懷班級氣氛-I"，你如何評價自己？

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? 你會如何評價自己？

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回答，你將在什麼期限內給自己設定的進步目標有哪些？

*SOCIAL CLIMATE <u>GOING DEEPER</u>:*CARING CLASSROOM COMMUNITY-II

社會氣氛進階：關懷班級社群- II

Lots Some None 1. Do I help students build a sense of group membership by using class meetings to share personal news and class accomplishments?#
我是否會幫助學生透過班會來分享個人訊息和課堂表現來建立全班共識？

Lots Some None 2. Do I help students build a sense of group membership by involving students in planning and problem solving?#
我是否會讓學生參與規劃和解決問題來建立全班共識？

Lots Some None 3. Do I use inclusive group language (e.g., frequently refer to the class as a whole, for example: "This class sure likes to learn!")?#
我是否會使用包容性的團體用語（如經常提及整個班級為一個團體，例如："我們班一定喜歡學習！"）？

Lots Some None 4. Do I help the class build a shared history by creating shared learning experiences?#
我是否會讓學生分享學習經驗來創造全班共同的歷史？

Lots Some None 5. Do I help the class build a shared history involving students in developing class procedures, customs, and rituals?#
我是否會讓學生自己制定班規、習慣和規矩來創造全班共同的歷史？

Lots Some None 6. Do I highlight shared goals by generating with students lists of things they hope to learn?#
我是否會讓學生想學習的事物列出清單，來標示出共同的學習目標？

Lots Some None 7. Do I highlight shared goals by trying to weave what they hope to learn into the curriculum?#
我是否會將學生想學習的內容編進教材裡，來標示出共同的學習目標？

Lots Some None 8. Am I straightforward with students, never deceiving them?
我能坦率的面對學生從來沒有欺騙他們嗎？

Lots Some None 9. Do we have times of play and delight in one another?
我們有一起玩樂及快樂的時光嗎？

How would you rate yourself overall on "Caring Classroom Community-II?"

1 Low   2   3   4   5   6   High   7

在 "關懷班級氣氛-II"，你如何評價自己？

How would you like to rate yourself? *你會如何評價自己？*

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

LEARNING CLIMATE BASICS: MASTERY ATMOSPHERE-I

學習氣氛基礎：精熟學習氛圍-I

Lots Some None   1.   Are there important and engaging learning opportunities?
是否有重要且富吸引力的學習機會？

Lots Some None   2.   Is there an emphasis on mastering tasks and learning (rather than on getting good grades or competing to top others)?
是否強調精熟任務和學習（而不是獲得優異成績或成為頂尖人士）？

Lots Some None   3. Do I Answer student questions about the purposes of tasks and assignments
我是否有回答學生關於工作任務和家庭作業的目的?

Lots Some None   3.   Do I emphasize strategic effort rather than right answers?
我能強調策略的努力而非給予正確答案嗎?

Lots Some None   4.   Do I coach a student when he or she is having difficulty with schoolwork?
我能在當學生的作業遇到困難時指導他們嗎?

Lots Some None   5.   Do I build hopefulness in struggling learners by helping them see how they are making progress?#
我能讓有困難的學習者看到自己是如何進步以幫助他們建立希望嗎?

Lots Some None   6.   Do I stand firm on the importance of learning, but make allowances for special stresses in their lives?#
我能堅持學習的重要性，但當學生生活遇到特定的壓力時給予寬容嗎?

How would you rate yourself overall on "Mastery Atmosphere-I?"

在 "掌握氣氛-I"上？你如何評價自己

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? *你會如何評價自己？*

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?
根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

LEARNING CLIMATE <u>GOING DEEPER</u>: MASTERY ATMOSPHERE-II
進階學習氣氛：精熟學習氛圍- II

Lots Some None   1. Do I adjust learning activities to match student skills?#
我是否調整學習活動以配合學生的才能？

Lots Some None   2. Do I adjust learning activities to provide additional scaffolding for students who are struggling?#
我是否調整學習活動，為困境中的學生提供額外幫助？

Lots Some None   3. Do I help students see that learning is interesting, relevant, and important by, for example, connecting learning activities to students' lives and interests and providing opportunities to share their learning with others?#
我是否幫助學生發現學習是有趣的、相關的、重要的，例如將學習活動與學生的生活和興趣聯繫起來，並提供與他人分享學習的機會？

Lots Some None   4.   Do we discuss ideas and do I encourage deep thinking (e.g., pursuing a line of questioning to the end, logically and/or creatively sorting out the elements in a problem and coming up with a solution)?
我們是否互相討論想法和鼓勵深入思考（例如，在一系列問題中追根究地，運用邏輯和/或創新思考分析出問題的要素並提出解決方案）？

Lots Some None   5. Are there materials in the classroom to foster curiosity and serendipitous learning in many domains and at different levels of difficulty?
在課堂上是否提供不同領域不同難度的教材以激發學生的好奇心和意外的學習？

How would you rate yourself overall on "Mastery Atmosphere-II?"

在 "掌握氣氛- II" 上，你如何評價自己？

1 Low	2	3	4	5	6	High 7

How would you like to rate yourself? *你會如何評價自己？*

1 Low	2	3	4	5	6	High 7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

LEARNING CLIMATE BASICS:
STIMULATING CURRICULUM CONTENT-I
學習氣氛基礎：刺激課程內容-I

Lots Some None 1. Do lessons use different teaching styles (e.g., visual, auditory, tactile, kinesthetic, oral, individual/cooperative, olfactory, gustatory, spatial) and assessment styles (oral, written)?
課程是否使用不同的教學方式（例如，視覺，聽覺，觸覺，動覺，口頭，個人/合作，嗅覺，味覺，空間）和評估式教學（口頭，書面）？

Lots Some None 2. Do I provide opportunities for students to think logically and provide criteria for judging the adequacy of ideas?
我是否給學生提供邏輯思維的機會並給予足夠判斷的指標？

Lots Some None 3. Do I provide opportunities for students to ask <u>content</u> questions and <u>idea</u> questions?
我是否提出機會詢問學生 <u>內容</u> 與 <u>想法問題</u> 的機會？

Lots Some None 4. Do I allow opportunities for individual self-expression (e.g., let students choose an assignment or way to prove learning took place)?
我是否允許個人自我表達的機會（例如，讓學生自行選擇作業或用其他方式來證明學習的情形）？

Lots Some None 5. When relevant, does the curriculum present diverse viewpoints in an exciting, positive, interesting manner?
本課程相關內容是否能呈現令人興奮、積極、有趣及多元的觀點，？

Lots Some None 6. Are value conflicts and ethical dilemmas discussed in lessons?
價值衝突和道德困境有在課堂上討論嗎？

Lots Some None 7. Does instruction and assessment involve analytical, creative, and practical thinking (CAP) as well as memorization learning?
教學和評估是否涉及分析，創意和實踐思維（**CAP**）以及記憶學習？

<u>Creative tasks</u>: create, design, imagine, suppose
<u>創意工作</u> ：創造，設計，想像，假設
<u>Analytical tasks</u>: analyze, compare and contrast, evaluate, explain
<u>分析工作</u> ：分析，比較和對比，評估，解釋
<u>Practical tasks</u>: use, apply, implement
<u>實做工作</u> ：使用，應用，實施

How would you rate yourself overall on **"Stimulating Curriculum Content-I?"**

"刺激課程內容-I" 上你如何評價自己？

<u>1 Low   2   3   4   5   6   High   7</u>

How would you like to rate yourself? 你會如何評價自己？

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?
根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

LEARNING CLIMATE GOING DEEPER: STIMULATING CURRICULUM CONTENT-II
學習氣氛進階：刺激課程內容- II

Lots Some None   1. Do I provide opportunities for students to invent various solutions to problems?
我是否提供學生發展各種解決問題的機會？

Lots Some None   2. Do lessons foster different types of thinking and understanding (e.g., creative, prospective, reflection, motivational, practical, procedural understanding, semantic knowledge, narrative framing)?
課程是否培養不同類型的思維和理解（例如，創造性、前瞻性、反思性、動機性、實踐性、程序性理解、語義知識、敘事框架）？

Lots Some None   3. Do lessons foster different types of intelligences (e.g., musical, bodily-kinesthetic, spatial, logico-mathematical, linguistic, interpersonal, intrapersonal)?
課程是否培養不同類型的智力（例如，音樂、身體運動、空間、邏輯演算、語言，人際間關係、自我建構與內省）？

Lots Some None   4. Does instruction and assessment enable students to identify and capitalize on their CAP strengths, and identify, correct, and, as necessary, compensate for weaknesses?
教學和評估是否能使學生識別和善用其 CAP 優勢，去識別、糾正和必要時補償弱點？

Creative tasks: create, design, imagine, suppose
創意工作 ：創造，設計，想像，假設
Analytical tasks: analyze, compare and contrast, evaluate, explain
分析工作 ：分析，比較和對比，評估，解釋
Practical tasks: use, apply, implement
實做工作 ：使用，應用，實施

Lots Some None   5. Does instruction involve utilization, at various times, of at least six performance components, including (a) encoding of information, (b) inference, (c) mapping, (d) application, (e) comparing of alternatives, and (f) response.
教學是否不時的運用至少六項表現要素，包括（a）信息編碼（b）推理（c）繪圖（d）應用（e）比較替代方法（f）回應。

Lots Some None   6. Does instruction and assessment integrate rather than separate all of the CAP elements of intelligence?
教學和評估是否整合而非分離所有 CAP 的智能元素？

Lots Some None   7. Does instruction and assessment involve utilization, at various times, of all seven metacomponents of the problem-solving cycle, including

(a) problem identification,
(b) problem definition,
(c) formulation of problem-solving strategies,

(d) formulation of mental and external representations and organizations of problems and their associated information,

(e) allocation of resources,   (g) evaluation of problem solving.
(f) monitoring of problem solving, and

指導和評估是否不時的運用解決問題所需的七個變換循環，包括（a）問題識別（b）問題定義（c）制定解決問題的策略（d）內在與外在表徵形成與組織問題及其相連資訊（e）資源分配（f）監控問題解決過程（g）解決問題的評估。

How would you rate yourself overall on "Stimulating Curriculum Content-II?"
"刺激課程內容- II"上，你如何評價自己？

1 Low	2	3	4	5	6	High 7

How would you like to rate yourself? 你會如何評價自己？

1 Low	2	3	4	5	6	High 7

Based on your responses, what goal will you set for yourself for improvement by what deadline?
根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

*SOCIAL CLIMATE BASICS:*TEACHER STYLE-I

社會氣氛基礎：教師風格-I

Lots Some None   1. Do I communicate with each student personally during the class period?
在上課期間，我是否親自與每個學生溝通？

Lots Some None   2. Do I adjust my behavior for each student to make each feel welcome and supported?
我是否會因為不同學生而調整教學行為，讓每位學生感到受到歡迎和支持？

Lots Some None   3. Do I try to find out what will help the student succeed in the class?
我是否會試著找出可以幫助學生在課堂學習成功的資訊？
    Lots Some None   a. By asking parents? 問學生家長?
    Lots Some None   b. By asking the students themselves? 問學生自己?
    Lots Some None   c. By consulting relevant experts, if appropriate? 在合適情況下諮詢相關專家?

Lots Some None   4. Do I convey support of students as human beings and treat them with dignity?
我是否表現出支持學生是一位個體並且尊重他們？

Lots Some None   5. Do I expect students to treat each other and themselves with respect?
我是否期待學生們互相尊重與自重？

Lots Some None   6. Are opportunities provided for building trust among members of the class?
是否有機會在教室中建立學生的信任感？

Lots Some None   7. Do I help students find steady personal support?
我是否幫助學生找到穩定的個人支持嗎？

Lots Some None   8. When a student misbehaves, do I make sure that the student understands why an action is harmful and what s/he could have done differently.
當學生行為不當時，我是否確保 學生了解 為什麼這個行為是 有害的 ，以及她/他能有什麼不同做法。

How would you rate yourself overall on "Teacher Style-I?"

"教師風格-I"上，你如何評價自己？

1 Low	2	3	4	5	6	High 7

How would you like to rate yourself? 你會如何評價自己？

1 Low	2	3	4	5	6	High 7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

*SOCIAL CLIMATE GOING DEEPER:*TEACHER STYLE-II

社會氣氛進階：教師風格- **II**

Lots Some None   1. Do students feel like they can relax and be themselves in the classroom?
學生覺得他們能在課堂上放鬆並做自己嗎？

Lots Some None   2. Do I provide opportunities for appropriate and safe expressions of feelings?
我是否提供學生適當和安全的情緒表達機會？

Lots Some None   3. Is trust of rules and systems encouraged but changes are made when they are
        unfair?
是否鼓勵學生信任規定與制度，但若是這些規定和制度不公平時可以改正嗎？

Lots Some None   4. Is justice/fairness an explicit concern of mine, as a teacher?
作為老師，正義/公平是我明確關心的地方？

Lots Some None   5. Do I avoid getting angry with the students?
我會避免對學生發脾氣嗎？

Lots Some None   6. Do I help each student share their strengths with the class?
我是否幫助每位學生在班上分享他們的優點？

Lots Some None   7. When a student misbehaves do I look for what basic need they require?
當學生行為失序時，我是否會找出他們有什麼基本需求？

Lots Some None   8. When a student misbehaves, do I make it an opportunity for character development
        rather than punishment?
當學生行為失序時，我會給予人格發展的機會而非一味的懲罰？

How would you rate yourself overall on "Teacher Style-II?"

  "教師風格- II"上，你如何評價自己？

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? *你會如何評價自己？*

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

SOCIAL CLIMATE BASICS:

SELF-DEVELOPMENT AND RESILIENCE-I

社會氣氛基礎：自我發展與恢復-I

Lots Some None   1. Do I help each student meet basic needs (belonging, competence, autonomy, purpose, understanding, self-actualization, trust)?
我是否幫助每位學生滿足基本需求（歸屬感，能力，自主性，目的，理解，自我實現，信任）？

Lots Some None   2. Am I aware of students' personal lives?
我是否關注學生的個人生活？

Lots Some None   3. Do I help student practice and develop social competencies?
我是否幫助學生練習並發展社會能力？

Lots Some None   4. Do I provide opportunities for developing self-awareness?
我是否提供學生發展自我覺察的機會？

Lots Some None   5. Do I provide opportunities for developing self-control?
我是否提供學生發展自我控制的機會？

Lots Some None   6. Do I provide opportunities for developing self-direction?
我是否提供學生發展自我導向的機會？

Lots Some None   7. Do I share plans with students and explain why things are important?
我是否與學生分享計畫並解釋其重要性？

Lots Some None   8. Do I encourage students to ask questions?
我是否鼓勵學生發問？

How would you rate yourself overall on "Self-Development and Resiliency?"

"自我發展與恢復力-I"上，你如何評價自己？

1 Low	2	3	4	5	6	High 7

How would you like to rate yourself? *你會如何評價自己？*

1 Low	2	3	4	5	6	High 7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

SOCIAL CLIMATE <u>GOING DEEPER</u>:

SELF-DEVELOPMENT AND RESILIENCE-II

社會氣氛進階：自我發展與恢復-II

Lots Some None   1. Do I provide students with as much autonomy in their learning as they can handle?#
我能提供學生在學習上盡其所能掌控自主權嗎？

Lots Some None   2. Do I balance autonomy with authority, clearly communicate what is negotiable and what is not?#
我是否能平衡老師的權威和學生的自主權，明確的溝通可協商和不可協商的分際？

Lots Some None   3. Do I look for and be open to opportunities to engage students in negotiation and problem solving?#.
我是否尋找與提供機會讓學生參與協商和解決問題？

Lots Some None   3. Do I make allowances for students with strong autonomy needs (e.g., give them time to comply on their own; ignore "attitude" until mutual trust is established; problem solve with them to come up with a way to help them comply) ?#
對於具有強烈自主權的學生，我是否給他們足夠空間（例如，給他們自我管理的時間；忽視他們的 "態度"，直到雙方建立信任；與他們一起解決問題，找出一個給他們適當的自我管理空間）？

Lots Some None   4. Do I allow students freedom to grow? ?#
我允許學生自由成長嗎？

Lots Some None   5. Am I prepared to adjust rules in response to student growth?#
我是否準備根據學生的成長來調整規則？

Lots Some None   6. Do I encourage student initiatives, allowing students sufficient freedom, for example, to spontaneously help others?#
我是否鼓勵學生主動參與活動，允許學生有充分自由，例如自動自發幫助他人？

How would you rate yourself overall on "Self-Development and Resiliency?"

"自我發展與恢復力-II"上，你如何評價自己？

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? *你會如何評價自己？*

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

SOCIAL CLIMATE BASICS:

COMMUNITY CONNECTIONS AND BONDING-I

社會氣氛基礎：社區連結-I

Lots Some None   1. Am I aware of the diversity in the classroom (culture/ethnicity, economic well-being, family configuration, family values, ability/disability, and so on)?
我是否意識到課堂的多樣性（文化/民族，經濟福祉，家庭結構，家庭價值觀，殘疾及其他）？

Lots Some None   2. Do my practices and style support diverse students?
我的做法和風格是否支持多樣性的學生結構？

Lots Some None   3. Do I convey appreciation of students' families and cultures?
我是否表達對學生家庭和文化的欣賞？

Lots Some None   4. Do I provide opportunities for respectful discussion of different viewpoints?
我是否有提供尊重不同觀點討論之機會？

Lots Some None   5. Do I include all students (and their backgrounds) when using terms "we" and "us"?
當我稱呼學生 "我們" 時是否包含了所有背景的學生？

Lots Some None   6. Do I point out the benefits of diversity for helping everyone learn more and build skills for getting along with each other?
我是否能指出多樣性的好處來幫助每位學生學習更多且能建立共處的技能？

Lots Some None   7. Do I encourage students to relate to diversity outside the classroom, especially in the community?
我是否鼓勵學生在課外多接觸多元背景的朋友，特別是在社區中？

Lots Some None   8. Do we discuss the experiences of others to build empathy & perspective taking?
我是否與學生討論他人的經驗來培養同理心及不同觀點？

How would you rate yourself overall on "Community Connections and Bonding-I"?

社區連結-I"*上，你如何評價自己"？*

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? 你會如何評價自己？

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

SOCIAL CLIMATE <u>GOING DEEPER</u>:

COMMUNITY CONNECTIONS AND BONDING-II

社會氣氛進階：社區連結-II

Lots Some None 1. Do I emphasize how students are embedded in networks of relationships and support?
我是否強調學生如何嵌入關係與支援的網絡中？

Lots Some None 2. Do I promote respect for family and cultural traditions?
我是否促進尊重家庭和文化傳統？

Lots Some None 3. Are there respectful, supportive relationships among students, teachers, and parents?
學生、老師和家長之間是否有尊重和支持的關係？

Lots Some None 4. Do I link lessons to ancestors, family, community members and traditions?
我有將課程與祖先，家庭，社區成員和傳統聯繫起來嗎？

Lots Some None 5. Do I invite community members to class as mentors and models for lessons?
我是否邀請社區成員來到班上作為導師和課程楷模？

Lots Some None 6. Do I try multiple ways to strengthen relationships with parents and guardians?
我是否嘗試多種方式來加強與家長和監護人的關係？

How would you rate yourself overall on "Community Connections and Bonding-II?"

 "社區連結-II"上，你如何評價自己？

1 Low	2	3	4	5	6	High 7

How would you like to rate yourself? *你會如何評價自己？*

1 Low	2	3	4	5	6	High 7

Based on your responses, what goal will you set for yourself for improvement by what deadline?
根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

SOCIAL CLIMATE <u>GOING DEEPER</u>:

ETHICAL EXPERTISE DEVELOPMENT

社會氣氛進階：道德專業發展

Lots Some None   1. Do I immerse students in examples of ethical goals?
我是否能使學生融入倫理目標的案例中？

Lots Some None   2. Do I encourage students to foster their own virtue development?
我是否鼓勵學生培養自己的美德發展？

Lots Some None   3. Do I guide students in ethical skill development by allowing them to practice multiple skills across multiple contexts?
我是否讓學生在多元情境下練習多項技能，以引導他們進行道德技能發展？

Lots Some None   4. Do I encourage students to aim for and find a higher purpose for their lives?
我是否鼓勵學生尋找更高層次的生活目標？

Lots Some None   5. Do I emphasize the positive (or negative) impact individuals and groups can have on others?
我是否強調個人和團體對他人的積極（或消極）影響？

Lots Some None   6. Do I help students gain skills for self-authorship?
我是否幫助學生獲得自我創造的技能？

Lots Some None   7. Do I encourage the students to foster compassion for others along with techniques for self-calming?
我是否鼓勵學生培養對他人的同情心也學習自我平靜的技巧？

Lots Some None   8. Do I display and encourage a positive regard for others, including giving others the benefit of the doubt and avoiding negative attitudes about others such as an "us against them" mentality?
我是否表達和鼓勵對別人的積極關心和全然相信他人，並避免對他人的消極態度，如"我們反對他們"的心態？

Lots Some None   9. Do we practice reflecting on personal behaviors in light of prosocial values such as fairness, respect, & social responsibility.
我們會基於公平，尊重和社會責任等正向社會價值觀而反思個人行為嗎？

How would you rate yourself overall on "Ethical Expertise Development?"

道德專業發展 *"上，你如何評價自己"？*

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? *你會如何評價自己？*

1 Low　　　　2　　　　　3　　　　　4　　　　　5　　　　　6　　　High　7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？

LEARNING CLIMATE GOING DEEPER:

SUPPORTIVE PHYSICAL STRUCTURE

(to the degree made possible by finances and opportunity)

學習氣氛進階：物理結構支持(在財務和機會可能的程度上)

Lots Some None   1. Is the furniture set up to be comfortable for students?
教室設備是否讓學生感到舒適？

Lots Some None   2. Can the design and furniture of the room accommodate different teaching styles?
教室的設計和設備可以適應不同的教學風格嗎？

Lots Some None   3. Does the room décor reflect the diversity in the school?
教室佈置是否反映了學校的多樣性？

Lots Some None   4. Is the room decorated in an aesthetically-pleasing manner?
教室佈置是否美觀？

Lots Some None   5. Is the room temperature comfortable?
教室的溫度是否舒適？

How would you rate yourself overall on "Supportive Physical Structure?"

物理結構支持'上，你如何評價自己？

1 Low   2   3   4   5   6   High   7

How would you like to rate yourself? *你會如何評價自己？*

1 Low   2   3   4   5   6   High   7

Based on your responses, what goal will you set for yourself for improvement by what deadline?

根據你的回應，你將在什麼期限內為自己設定什麼進步目標？