

Taiwan Foreign English Teacher Program (TFETP)

School Consultation and Inspection Plan

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Chapter 1. Purposes of Consultation and Inspection

In order to achieve the goal for “Bilingual 2030 Policy”, the K-12 Education Administration, Ministry of Education (Hereinafter known as “K-12 Education Administration”) is currently promoting the *Taiwan Foreign English Teacher Program (TFETP)*. The aims of the policy are the improvement of the English language of elementary and junior high school students, the promotion of collaborative teaching and exchanges between foreign English teaching talent (including foreign English teachers and full-time foreign English teaching assistants, hereinafter collectively known as “foreign teaching talent”) and domestic co-teaching teachers, the enhancement and innovation in English education, and the deepening of cultural exchanges between foreign teaching talent and domestic teachers, as well as the cultivation of multicultural literacy. To ensure the realization of the aforementioned aims, the School Consultation and Inspection Plan (Hereinafter known as “the Plan”) are planned to achieve the following goals:

- I. To learn the circumstances in classroom settings and teaching performance of foreign teaching talent.
- II. To collect the school’s application and guidance support for foreign teaching talent.
- III. To learn the results of cooperation between foreign teaching talent and school administrators, and establish a successful cooperation model to enhance the effectiveness of the Taiwan Foreign English Teacher Program (Hereinafter known as “the Program”).
- IV. To provide appropriate professional support to assist and guide schools and foreign teaching talent in dealing with special circumstances.
- V. To compile recommendations for the implementation of the program and include them in the revisions of relevant policies and plans for reference.

Chapter 2. Dimensions of Consultation and Inspection

I. Targets of consultation and inspection

The Plan provide schools and foreign teaching talent with consultation, guidance and assistance. The applicable targets include foreign teaching talent and the schools where they teach (including their members), as follows: foreign English teachers, full-time foreign English teaching assistants, other teachers in the school who coordinate teaching with foreign teaching talent (hereinafter known as “domestic co-teaching teachers”), and school administrators who are responsible for tutoring and assisting foreign teaching talent in the school (Hereinafter known as “administrators”)

II. Focuses of consultation and inspection

The focuses of consultation and inspection is to assist and support the aforementioned relevant personnel professionally, and to solve the problems between the foreign teaching talent and the schools in the dimensions of “overall planning and implementation of the program,” “maintenance of teaching quality of the curriculum,” and “support and feedback of relevant personnel.” The Plan will assist schools and related units in the organization and filing of administrative documents and data, assist the foreign teaching talent and domestic co-teaching teachers to design appropriate teaching activities, improve the quality of overall services of the program, and provide relevant consultation and assistance so as to improve their professional knowledge, provide an appropriate coaching mechanism to support relevant personnel, and simultaneously allow students to benefit from quality teaching. The following key reference indicators are listed in Table 1.

■ **Table 1 Focuses of Consultation and Inspection**

| Quality Dimensions | Core Items | Key Reference Indicators | Referenced Personnel | | |
|--|--|--|----------------------|--------------------------------------|------------------------------|
| | | | School | Foreign Teaching Talent ¹ | Domestic Co-teaching Teacher |
| 1 Overall planning and execution of the program | 1-1 Planning of the program's goals | 1-1-1 The schools' goal setting and promotion strategies for the Program | V | | |
| | 1-2 Implementation of the program | 1-2-1 Level of implementation of the Program for the relevant personnel | V | V | V |
| | | 1-2-2 Assisting local governments ² in the tasks of promoting English language education | V | V | V |
| | 1-3 Handling of special incidents | 1-3-1 Special incidents and handling situations | V | V | V |
| 2 Maintenance of quality in curriculum and teaching | 2-1 Quality in teaching | 2-1-1 Classroom management | | V | V |
| | | 2-1-2 Curriculum design and implementation and circumstances of assessment | | V | V |
| | | 2-1-3 English teaching performance and effectiveness (including teaching listening, speaking, reading, and writing, and stimulating students' motivation in learning) | | V | V |
| | | 2-1-4 Status of collaborative teaching with the domestic co-teaching teachers | | V | V |
| | | 2-1-5 Student learning conditions | | V | V |
| | 2-2 Operations of collaborative teaching | 2-2-1 Status of domestic co-teaching teachers and foreign teaching talent jointly preparing and discussing course contents | | V | V |
| | | 2-2-2 Status of domestic co-teaching teachers and foreign teaching talent jointly carrying out course assessment and learning activity innovation | | V | V |
| | 2-3 Other performances | 2-3-1 Absences and special concerns | | V | |
| | | 2-3-2 School activities and design of learning environment (involvement in club activities, team sports, accompanying reading, English speech training, drama practice, outdoor course interaction, baking and home economics exchanges, | | V | |

¹ Foreign English teachers and domestic co-teaching teachers conduct collaborative teaching. Full-time foreign English teaching assistants assist domestic co-teaching teachers in their teaching.

² When the matters stipulated in this program involve the relevant duties of the local governments, please handle them based on the planning authority of the local governments.

| | | | | | |
|---|----------------------------|--|---|---|---|
| | | holding camp activities, international education, etc.) | | | |
| | | 2-3-3 Professional development status | | V | |
| | | 2-3-4 Special teaching performance | | V | |
| 3 Support and feedback from relevant personnel | 3-1 Administrative support | 3-1-1 Arrangement of relevant administrators | V | | |
| | | 3-1-2 Status of work arrangement for foreign teaching talent | V | | |
| | | 3-1-3 Status of work support for foreign teaching talent | V | | |
| | | 3-1-4 Status of life support for foreign teaching talent | V | | |
| | 3-2 Advancement in quality | 3-2-1 Professional support for the work performance of foreign teaching talent | V | | |
| | | 3-2-2 Support for foreign teaching talent in improving the students' English language skills | V | | |
| | | 3-2-3 Support for foreign teaching talent in improving the quality of teaching of English in schools | V | | |
| | 3-3 Opinions and feedback | 3-3-1 The relevant personnel's reflection on the feedback and follow-up adjustments | V | V | V |

Chapter 3. Tasks of Consultation and Inspection

There are two types of consultation and inspection, namely, “document review” and “on-site visits,” with “document review” as the primary method, and “on-site visits” as the supplementary method. The descriptions are as follows:

I. Data uploading and reporting³

Each foreign teaching talent and school shall upload and fill in the information on the website platform set up by the Program within the specified time limit each academic year (By March 31 every year). If newly-recruited foreign teaching talent has not started teaching by the end of the first semester of the academic year, there is no need to fill in the information for the academic year. It will instead be completed in the following academic year. All forms can be found on the Program’s website.

- (I) For foreign teaching talent: School Observation Report, Unit and Lesson Plan, Teaching Demonstration Report, Class Observation Report, Professional Development Participation, and Self-Evaluation Form.
- (II) For schools: Class Schedule, Performance Evaluation Form of Foreign English Teaching Talent, and Foreign English Teaching Talent Self-evaluation Form.

II. Document review

(I) Focus of work

The purpose of document review is to learn more about the performance of foreign teaching talent and the school’s handling of the Program so as to provide suggestions for improvement and timely counseling. The purposes are as follows.

1. Provide the foundation for the future development.
2. Encourage the schools and the foreign teaching talent to maintain and strive for excellence in the strengths listed in the report, propose improvement or support plans for any flaws or areas that need improvement to ensure the goals can be achieved, as well as listing them as key points for the next visit.
3. Strengthen the foundation for the schools and local governments to execute the Program and improve efficiency.
4. Help foreign teaching talent, schools, local governments and program teams implement the Program.
5. Report on the visit is listed as a reference for revising relevant laws and regulations and promoting relevant policies.

³ All form resources can be queried, filled in and uploaded on the system by logging into the accounts of each school and foreign teaching talent, in order to achieve the purpose of energy saving, carbon reduction, and convenient inspection. If there are any relevant changes, please refer to the system announcement. The link is: <https://tfetp.epa.ntnu.edu.tw/en/tfetp/web/home>.

(II) Method of document review

The local government will review the aforementioned information filled in by the foreign teaching talent and the school online, provide timely assistance and counseling to the foreign teaching talent and the school, and complete the Local Government Counseling Report before the prescribed deadline (before April 30 each year).

■ **Table 2 Planning of Consultation and Inspection**

| Consultation and Inspection | Information Filling | Document Review | On-site Visit |
|-----------------------------|---------------------|-------------------|---------------|
| Implementation Schedule | ● Before March 31 | ● Before April 30 | ○ |

Note: ● Shall be handled on a regular basis; ○ Shall be handled only when the situation requires.

III. On-site visit (non-obligatory)

When the document review is completed or other factors are present, on-site visits might be deemed necessary by the District Center of the Program (hereinafter known as the District Center) after further contact. Through on-site visits to gain an in-depth understanding of the foreign teaching talent' performance and adaptation conditions, the support from schools, and provide coaching and assistance as needed.

(I) Conditions of activating on-site visits

For foreign teaching talent or schools (1) failing to upload or fill in the written information within the deadline; (2) which on-site visits are deemed necessary after the local government has completed document review or after the documents was further examined by the District Center; (3) foreign teaching talent or schools have taken the initiative to apply for an on-site visit with sufficient reasons; if any of the aforementioned conditions is met, the local government in charge will attempt to gain an in-depth understanding and evaluation, as well as asking the District Center and the K-12 Education Administration if further assistance is required.

(II) Method of on-site visit

The local government is in charge of the on-site visits (including inviting the members of the Advisory Committee and applying for system authorization, itinerary and contact with the school), and should formally notify the school and the District Center by issuing an official letter at least 2 weeks before the day of the scheduled visit. If assistance from the District Center is required, an official letter shall be sent to the center 2 weeks before. Staff will be sent if the center deems the visit necessary. Relevant forms: On-site Inspection Record of Foreign English Teaching Talent, On-site Inspection Record of the School.

(III) The visiting personnel will include local government representatives, members of the Advisory Committee, district center representatives (if in-depth understanding deemed necessary) and the representative of the K-12 Administration (if in-depth understanding deemed necessary).

(IV) Schedule of on-site visits

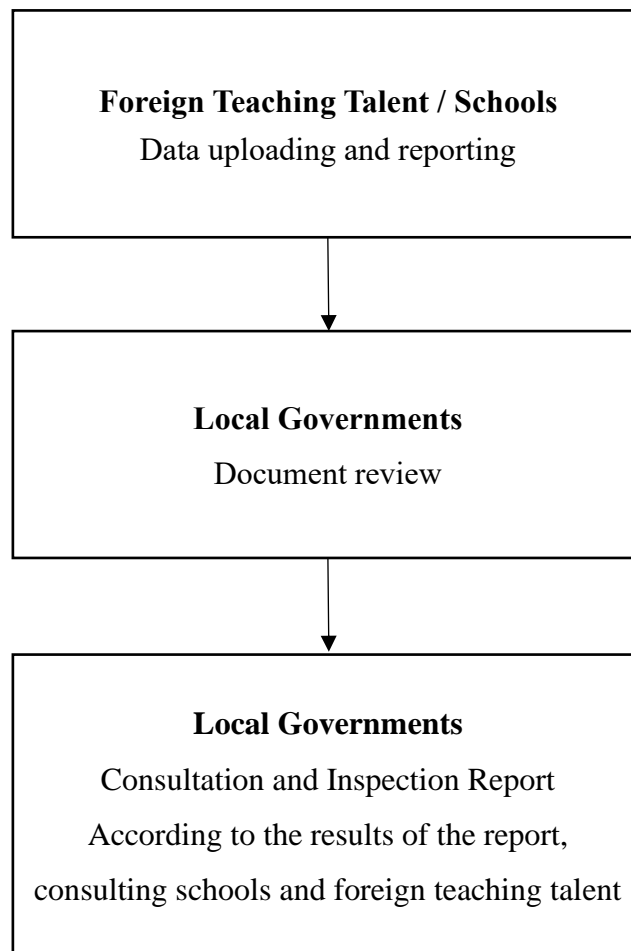
The following table shows the planning of schedule for on-site visits for reference (Table 3). The on-site visit is expected to be completed within half a day. The process may be flexibly adjusted according to the needs and the actual situation of the school by the local government. The District Center needs to confirm the process of the day with the school the day before.

■ **Table 3 Schedule of On-site Visits**

| Duration | On-site Visit Activities | Participants |
|-------------------|--|--|
| 10 Minutes | Introduce and discuss the process and participants of the day, randomly selected students | School representatives, Local government representatives and the members of the Advisory Committee, K-12 Administration and District center representatives (if in-depth understanding deemed necessary) |
| 1 period of class | Class observation (based on the class schedule of the foreign teaching talent) | Local government representatives and the members of the Advisory Committee |
| 15-20 Minutes | Interview with the foreign teaching talent | Foreign teaching talent |
| 15-20 Minutes | Interview with the domestic co-teaching teachers | Domestic co-teaching teacher |
| 15-20 Minutes | Interview with school representatives | School representatives |
| 15-20 Minutes | Interview with the students | Students (at least 5) |
| 20 Minutes | Discussion among the members of the Advisory Committee | Local government representatives and the members of the Advisory Committee |
| 15-30 Minutes | Comprehensive panel discussion (done separately or collectively depending on the scenario) | School representatives, Domestic co-teaching teacher, Local government representatives and the members of the Advisory Committee, K-12 Administration and District center representatives (if in-depth understanding deemed necessary) |

(V) Responsive measures against COVID-19

1. If on-site visits cannot be conducted due to COVID-19 epidemic alert and epidemic prevention regulations, the physical on-site visit will be transformed and organized online, and the Advisory Committee will review the relevant supporting materials submitted by the school in the form of electronic files, the class observation, interviews, and comprehensive panel discussion will be held online on the same day as the original schedule has indicated. The software to be used in online on-site visits will be coordinated separately when there is a need for such on-site visits.
2. During the online on-site visits, the entire process will be video-recorded, and the content will only be used for follow-up meeting records. The rest of the personnel are not allowed to record, video, photograph and capture screen images without obtaining consent during the meeting.



■ **Figure 1 Flow Chart of the Consultation and Inspection Process**

Note: Foreign teaching talent who does not begin work by the end of the first semester do not need to fill in information for the academic year. It will instead be completed in the following academic year.

■ Table 4 Instructions for Submission of Documents

| | Type | | Documents to Be Filled / Uploaded | Documents Are Prepared by | Frequency of Filling / Uploading in Documents | Deadline for Submission ⁴ | Note | Documents Are Submitted to | | | |
|---|---------------------|--|--|---------------------------|---|--------------------------------------|---|--|--------|-------------------|-----------------|
| | | | | | | | | Foreign teaching Talent | School | Local Governments | District Center |
| 1 | Written information | Records of professionalism in teaching | School Observation Report | Foreign teaching talent | Once every academic year | 3/31 | Indicating personal living conditions; explaining personal observations on school administration, teachers, parents and students; explaining personal focuses of work this semester; proposing personal work and life adaptation issues. | | | V | V |
| 2 | | | Unit and Lesson Plan | Foreign teaching talent | Once every academic year | 3/31 | Those who perform well will serve as examples of excellent lesson plans. | | | V | V |
| 3 | | | Class Schedule | Schools | At least once every academic year | 3/31 | Uploaded by the school counselor (i.e., the Office of Academic Affairs); if the class schedule changes frequently, an update needs to be uploaded whenever there is a change to it. | | | V | V |
| 4 | | | Teaching Demonstration Report | Foreign teaching talent | Once every academic year | 3/31 | The class observer cannot be the domestic co-teaching teacher in collaboration with the foreign teaching talent; the duration of the class observation must be a complete class. | | V | V | V |
| 5 | | | Class Observation Report | Foreign teaching talent | Once every academic year | 3/31 | Refers to the records of foreign teaching talent observing other teachers' teaching activities. The teachers being observed cannot be the domestic co-teaching teachers in collaboration with the said foreign teaching talent; the duration of the class observation must be a complete class. | | V | V | V |
| 6 | | | Professional Development Participation | Foreign teaching talent | Selected information submission | | The form shall be updated by the foreign teaching talent at any time. If they participate in professional development activities organized by TFETP, the record will be automatically imported into the system; if local governments want to import training hours into the professional development records of foreign teaching talent, they may submit the records in the format provided by the TFETP, and District center will assist in importing them into the system after review. | V | V | V | V |
| 7 | | Evaluation forms and questionnaires | Performance Evaluation Form of Foreign Teaching Talent | Schools | Once every academic year | | The Director of Academic Affairs or the representatives of English teachers in the schools complete this form. | V (Only provide qualitative comments on the English language used in class) | | V | V |
| 8 | | | Foreign Teaching Talent Self-Evaluation Form | Schools | Once every academic year | 3/31 | The form shall be completed by the Director of Academic Affairs. | | | V | V |
| 9 | | | Self-Evaluation Form | Foreign teaching talent | Once every academic year | 3/31 | | | | V | V |

⁴ Foreign teaching talent who do not begin work by the end of the first semester do not need to fill in information for the academic year. It will instead be completed in the following academic year.