ROLES OF PARADIGM-SHIFTED TEACHERS IN THE AGE OF EDUCATIONAL REFORM

PRAMOOK BOOBPAWAN

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NAME MR. PRAMOOK BOOBPAWAN

THIS INDEPENDENT STUDY HAS BEEN ACCEPTED BY

..... CHAIR

(MS. ARUNEE YEETHONG)

..... COMMITTEE

(ASST. PROF. DR. APISAK PUPIPAT)

..... COMMITTEE

(DR. SUPATH KOOKIATTIKOON)

..... DEAN

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VICE PRESIDENT FOR ACADEMIC AFFAIRS

FOR THE PRESIDENT OF UBON RAJATHANEE UNIVERSITY

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Pramook

(Pramook Boobpawan)

Researcher

บทคัดย่อ

ชื่อเรื่อง : บทบาทของครูปฏิรูปกระบวนการเรียนรู้ในยุคปฏิรูปการศึกษา

โดย : นายประมุข บุบผาวัลย์

ชื่อปริญญา : ศิลปศาสตรมหาบัณฑิต

สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ประธานกรรมการที่ปรึกษา : นางสาวอรุณี ยี่ทอง

ศัพท์สำคัญ : ครูปฏิรูปกระบวนการเรียนรู้ ครูเกียรติยศ มิติของพฤติกรรม องค์ประกอบในมิติ ระดับความรู้ ระดับการปฏิบัติ ระดับทักษะ มาตรฐานการเรียนรู้

การศึกษาครั้งนี้มีความมุ่งหมายที่จะตรวจสอบว่าแท้จริงแล้วครูผู้สอนในโรงเรียนที่เปิดสอนตามหลักสูตรการศึกษาขั้นพื้นฐาน พุทธศักราช 2544 ในสังกัดสำนักงานการประถมศึกษาจังหวัดอุบลราชธานี มีการปรับเปลี่ยนพฤติกรรมการจัดกิจกรรมการเรียนการสอนอยู่ในระดับใด และมุ่งหวังว่าจากข้อมูลที่ค้นพบสามารถนำมาวิเคราะห์เพื่อวางแผนการพัฒนาครูในประเด็นที่ตรงกับปัญหาของครูผู้สอนจริง ๆ

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ได้แก่ครูผู้สอนจำนวน 112 คน ที่สอนในโรงเรียนประถมศึกษา ที่จัดการเรียนการสอนตามหลักสูตรการศึกษาขั้นพื้นฐาน พ.ศ. 2544 ในปีการศึกษา 2545 ซึ่งเป็นโรงเรียนนำร่องการใช้หลักสูตร 1 โรงเรียน และโรงเรียนเครือข่ายการใช้หลักสูตร อำเภอละ 1 โรงเรียน รวม 25 โรงเรียน รวมทั้งสิ้น 26 โรงเรียน มิติของพฤติกรรมในการศึกษาแบ่งเป็น 3 ระดับ ได้แก่ระดับความรู้ ระดับการปฏิบัติ และระดับทักษะ (ชำนาญการ) ทั้งนี้ศึกษานิเทศก์ จำนวน 25 คนในแต่ละอำเภอจะดำเนินการตรวจสอบและประเมินกลุ่มตัวอย่างแล้วรวบรวมข้อมูลซึ่งจะเป็นตัวเลข หลังจากนั้นจะนำข้อมูลดังกล่าวมาวิเคราะห์หาค่าสถิติเบื้องต้นเพื่อการ เปรียบเทียบและแปลผล

ผลการศึกษาที่สรุปได้มีดังนี้

1. คุณภาพโดยรวมของครูผู้สอนที่เป็นกลุ่มตัวอย่างทั้งสามมิติคือความรู้ ความสามารถและความชำนาญยังต่ำกว่าระดับน่าพึงพอใจ

2. แม้ว่าคุณภาพของครูชายและครูหญิงจะอยู่ในระดับต่ำกว่าความพึงพอใจเช่นเดียวกัน แต่มีตัวเลขแสดงคุณภาพของครูหญิงสูงกว่าครูชายทั้งสามมิติ

3. คุณภาพของอาจารย์ 1 และ อาจารย์ 2 อยู่ในระดับต่ำกว่าความพึงพอใจ ในขณะที่คุณภาพของอาจารย์ 3 อยู่ในระดับน่าพึงพอใจ

4. คุณภาพของครูที่มีประสบการณ์การสอนน้อยกว่า 5 ปี ต่ำกว่าครูที่มีประสบการณ์ 5-10 ปี รวมทั้งครูที่มีประสบการณ์มากกว่า 10 ปี และคุณภาพของครูที่มีประสบการณ์การสอน 5-10 ปี น่าพึงพอใจสูงสุด

5. ครูผู้สอนชั้นมัธยมศึกษาปีที่ 1 มีคุณภาพสูงกว่าครูผู้สอนชั้นประถมศึกษาปีที่ 4 และครูผู้สอนชั้นประถมศึกษาปีที่ 4 มีคุณภาพสูงกว่าครูผู้สอนชั้นประถมศึกษาปีที่ 1 แต่มีเพียงครูผู้สอนชั้นมัธยมศึกษาปีที่ 1 เท่านั้นที่มีคุณภาพถึงระดับน่าพึงพอใจ นอกนั้นอยู่ในระดับต่ำกว่าความพึงพอใจ

6. ครูผู้สอนที่มีคุณวุฒิระดับปริญญาตรีมีระดับคุณภาพสูงกว่าทั้งครูผู้สอนที่มีคุณวุฒิสูงและต่ำกว่าปริญญาตรี แต่ทั้งหมดอยู่ในระดับต่ำกว่าความพึงพอใจ

ข้อเสนอแนะ

1. การพัฒนาที่ควรดำเนินการโดยเร่งด่วนคือการฝึกอบรมครูในเรื่องการทำวิจัยในชั้นเรียน การศึกษาสภาพชุมชน การจัดการเรียนรู้แบบบูรณาการ การจัดหาและใช้สื่อ เทคโนโลยี และแหล่งเรียนรู้

2. ควรเผยแพร่ผลการศึกษาแก่บุคคลที่เกี่ยวข้องเพื่อศึกษาและใช้ประโยชน์

3. อาจารย์ 1 อาจารย์ 2 ที่มีอายุราชการน้อยกว่า 5 ปี และมากกว่า 10 ปี ควรได้เข้ารับการฝึกอบรมก่อน

ABSTRACT

TITLE : ROLES OF PARADIGM-SHIFTED TEACHERS IN THE AGE OF EDUCATIONAL REFORM

BY : MR. PRAMOOK BOOBPAWAN

DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

CHAIR : MS. ARUNEE YEETHONG

KEYWORDS : PARADIGM-SHIFTED TEACHER / TEACHER AWARDS / DIMENSION / COMPONENT / KNOWLEDGE / COMPETENCY / SKILL / STANDARDS

The purpose of this study is to investigate the level of competency of teachers under the jurisdiction of the Office of Ubon Ratchathani Provincial Primary Education. The results of the study will also show what aspects of the teachers' performance need to be improved.

The major findings are as follows:

1. The overall quality of the three dimensions (knowledge, competency, and skill) is not satisfactory.

2. Male and female average scores are both below the satisfactory level. The average female scores are higher than the average male scores in all dimensions.

3. The results of Ajarn 1 and Ajarn 2 are at a fairly-satisfactory level whereas the results of Ajarn 3 are at a satisfactory level.

4. The average scores of teachers with less than five years experience are lower than the other groups. The teachers with five to ten years experience had the highest scores.

5. The quality of teachers who teach Grade 7 is better than teachers of Grade 4 and the teachers of Grade 4 are better than teachers of Grade 1. Only the teachers of Grade 7 are at a satisfactory level while the others are at a fairly-satisfactory level.

6. The average scores of teachers with bachelor's degrees are higher than the others, but all of them are at a fairly-satisfactory level.

The recommendations are as follows;

1. The training programs concerning Classroom Action Research, Community Analysis, Integration Teaching, and Providing and Using Materials, Technology and Resources are urgently needed to improve teachers' competency.

2. The results of this study could be distributed for those who are involved in basic education organizations.

3. Not only male but also female teachers, Ajarn 1 and Ajarn 2, with 1 to 5 and 10 plus years of experience should participate in a training program very soon.

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CHAPTER 1

INTRODUCTION

1.1 Rationale

The political, cultural, economic, and social crises caused the change of educational administration in Thailand (Office of the National Education Commission [ONEC], 1999, p.(i)). The administrators had to develop not only the educational act which was called the National Education Act of B.E. 2542 (1999) but also the curriculum which is called the Basic Education Curriculum of B.E. 2544 (2001). Because teachers are responsible for improving their teaching techniques and the Act and the Curriculum are new, supervisors who have more opportunity to be involved are expected to facilitate teachers' needs to reach their goals.

Ubon Ratchathani Provincial Primary Education Office's Supervisory Department trained 256 teachers in the academic year 2001 and 4,541 in 2002. Since the academic year 2002 there have been 26 pilot schools using the new curriculum in grade one (Pratom 1), four (Pratom 4), and seven (Matayom 1). Although the teachers who teach in those schools were trained in the new curriculum approach, we do not really know how they improved their teaching performance.

The authorities have set the categories of skills which teachers are expected to have in order to be a "Paradigm-Shifted Teacher". They try to indicate how teachers should effectively improve their teaching performance. To teach in government schools nowadays, everyone should be a more efficient teacher.

In addition, the supervisors should have information that shows the level of teachers' competency. An assessment form to observe and interview teachers using the new curriculum is designed for the data collection.

1.2 Objectives

To learn what level of teaching competence the teachers are at

To provide an instrument to assess teachers for the Teacher Awards

1.3 Scope of the Study

1.3.1 Twenty five district and five provincial supervisors will consider the competency of a paradigm-shifted teacher and design an assessment form.

1.3.2 The district supervisors assess between two to ten teachers in a school in their own districts. There is only one school that uses the 2001 Curriculum in each of twenty four districts except two in Muang Ubon district.

1.3.3 The data is collected from the teachers who teach in Grades one (Pratom 1), four (Pratom 4), and seven (Matayom 1) because the new curriculum is used in these levels for the academic year 2002.

1.4 Definition of Terms

Paradigm-shifted teachers are those who change and/or improve their conventional roles which dominate the classes into more creative facilitators.

Teacher Awards will be presented to paradigm-shifted teachers whose teaching is investigated successfully by a committee.

Three dimensions of teachers' performance are knowledge, competency, and skill.

There are five components in each dimension. They are Planning a Learning Process, Designing Activities, Learning Manipulation, Providing and Using Materials Technology and Resources, and Test and Evaluation and Report.

There are also several elements in each component.

Standards are the states which are stipulated in the National Education Act. They are the threshold capabilities learners must have when they finish the curriculum course.

1.5 Methodology

Teachers in 26 primary schools, who have been teaching under the Basic Education Curriculum of B.E. 2544 (2001), will be selected. The district supervisors assess two to ten teachers in a school in their own district, one to three in Pratoms 1 and 4, and one to four in Matayom 1. The data will be analyzed to decide what level the teachers are at on a one-to-five scale. The scale can be interpreted as 1 = very poor, 2 = poor, 3 = fairly satisfactory, 4 = satisfactory, and 5 = very satisfactory.

1.6 Significance of the Study

The supervisors learn the real needs for designing a plan to develop teachers' performance. The instrument will be adapted for assessing teachers to get the Teacher Awards.

1.7 Expected Outcome

Teachers are able to use all of the items in the assessment form as guidelines to improve their teaching behavior for such a paradigm-shifted teacher.

CHAPTER 2

RELATED LITERATURE AND RESEARCH

There are three practical principles that are the most important to all aspects of the educational reform (Adireksarn, P. 2002). Firstly, what we want our children to learn so that they are well prepared to face the future. Secondly, who will teach them, and thirdly, how they will be taught. From these three important facets, the first one (what we want our children to learn) is presented and stipulated in the National Education Act, 1999, whereas the third (how they will be taught) is presented and stipulated in The Basic Education Curriculum, 2001. Then the second (who will teach them) is approved from the third that is the most important and is therefore going to be mentioned.

2.1 Learning Reform

"Learning reform is essentially a shift from focusing on subject matters to human being or learners. In other words, a learner-centered approach becomes imperative" (Office of the National Education Commission [ONEC], 2000, p. I). Education reform in Thailand is a policy mandate. The character of the new education to be provided to citizens is through the development of critical thinking skills and problem solving abilities. Moreover, a new attitude toward education is to be encouraged, in which people become life-long learners, always able to train and retrain for continued productivity in the workplace.

Learning reform is a shifting paradigm. The way to teach a learner-centered approach is by focusing on the benefit to learners. This is for learners' real learning and the best development into a better human being.

Learning with focus on learners or a learner-centered approach means learning in a real situation which differs for individual learners. Teachers should therefore be facilitators to enable their students to learn from experiences, activities, and tasks, leading to development of learners in all aspects; physical, mental or emotional, social, and intellectual (ONEC, 2000, pp. I-II).

2.2 Rationale for Learning Reform

Being caught in a severe economic crisis, political turmoil, cultural and moral deterioration, Thai people and Thai society need to follow closely the various changes as they have positive and negative repercussions. As long as most people are still poor and exhausted, deprived of the rights and opportunities for developing themselves and for earning a living, the call for educational quality amelioration has risen to a crescendo, echoing a demand for immediate reform.

Members of the educational community and all those involved in the educational system share the same view about reform of the learning culture of all Thai people. It is imperative for various reasons as follows;

Learning reform is a way to improve the quality of life. The reform of learning culture will contribute to the development of Thai people. They will be able to benefit from both the left and the right sides of the brain. And they will be able to attain health of body and mind with good human relations, cope with and solve problems, lead an independent life and able to live in harmony with other people at the same time.

Learning reform is a way to strengthen Thai society. When members of society have been made to realize the need for facing and solving common problems, they will be ready to participate, interweave their points of view, join their efforts and minimize conflicts. These are commitments that are needed if we are to strive for social progress. Knowledge and academic data are constantly brought to light and are undergoing changes all the time. Learners of all ages can avail themselves of learning sources around them; human teachers, machines, nature and the environment.

Learning reform is a way to serve the needs of learners, teachers, parents, and Thai society. New opportunities will be provided for teachers, parents and communities to enjoy freedom in supporting their children. There will also be a decrement of restrictions, rules and regulations and directives from the central authorities in order to attain a variety of practices.

Learning reform is required by law. It is not, as in the past, an optional policy which can be changed on a whim. Learning reform has been regarded as the heart of the National Education Act, 1999. Teachers and all concerned are obliged to abide by the provisions stipulated, so that the objectives of the law will be reached.

The state has abided by its commitment to provide quality education to all through a sizeable budgetary allocation for education. Administrators, teachers, parents and communities have manifested strong determination to improve the educational process in all aspects to serve the demands of life and society as well as to keep up with the progress of the world community. The curriculum and teaching-learning process; however, have not yet reached the desired goals (ONEC, 2000, pp. 2-8).

2.3 Learner-centered psychological principles

The principles are intended to deal holistically with learners in the context of real-world learning situations. Thus, they are best understood as an organized set of principles; no principle should be viewed in isolation. The 14 principles (American Psychological Association [APA], 1997) are divided into those referring to cognitive and metacognitive, motivational and affective, developmental and social, and individual difference factors influencing learners and learning. Finally, the principles are intended to apply to all learners: from children, to teachers, to administrators, to parents, and to community members involved in our educational system.

2.3.1 Nature of the learning process.

There are different types of learning processes, for example, habit formation in motor learning; and learning that involves the generation of knowledge, or cognitive skill and learning strategies. Learning in schools emphasizes the use of intentional processes that students can use to construct meaning from information, experiences, and their own thoughts and beliefs. Successful learners are active, goal-orientated, self-regulating, and assume personal responsibility for contributing to their own learning. The principles set forth in this document focus on this type of learning.

2.3.2 Goals of the learning process.

The strategic nature of learning requires students to be goal orientated. To construct useful representations of knowledge and to acquire the thinking and learning strategies necessary for continued learning success throughout their lives, students must generate and pursue personally relevant goals. Initially, students' short-term goals and learning may be sketchy in an area, but over time their understanding can be refined by filling gaps, resolving inconsistencies, and deepening their understanding of the subject matter so that they can reach

longer-term goals. Educators can assist learners in creating meaningful learning goals that are consistent with both personal and educational aspirations and interests.

2.3.3 Construction of knowledge.

Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base. The nature of these links can take a variety of forms, such as adding to, modifying, or reorganizing existing knowledge or skills. How these links are made or develop may vary in different subject areas, and among students with varying talents, interests, and abilities. However, unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used most effectively in new tasks, and does not transfer readily to new situations. Educators can assist learners in acquiring and integrating knowledge by a number of strategies that have been shown to be effective with learners of varying abilities, such as concept mapping and thematic organization or categorizing.

2.3.4 Strategic thinking.

Successful learners use strategic thinking in their approach to learning, reasoning, problem solving, and concept learning. They understand and can use a variety of strategies to help them reach learning and performance goals, and to apply their knowledge in novel situations. They also continue to expand their repertoire of strategies by reflecting on the methods they use to see which work well for them, by receiving guided instruction and feedback, and by observing or interacting with appropriate models. Learning outcomes can be enhanced if educators assist learners in developing, applying, and assessing their strategic learning skills.

2.3.5 Thinking about thinking.

Successful learners can reflect on how they think and learn, set reasonable learning or performance goals, select potentially appropriate learning strategies or methods, and monitor their progress toward these goals. In addition, successful learners know what to do if a problem occurs or if they are not making sufficient or timely progress toward a goal. They can generate alternative methods to reach their goal (or reassess the appropriateness and utility of the goal). Instructional methods that focus on helping learners develop these higher order (metacognitive) strategies can enhance student learning and personal responsibility for learning.

2.3.6 Context of learning.

Learning does not occur in a vacuum. Teachers play a major interactive role with both the learner and the learning environment. Cultural or group influences on students can impact on many educationally relevant variables, such as motivation, orientation toward learning, and ways of thinking. Technologies and instructional practices must be appropriate for the learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies. The classroom environment, particularly the degree to which it is nurturing or not, can also have significant impacts on student learning.

2.3.7 Motivational and emotional influences on learning.

The rich internal world of thoughts, beliefs, goals, and expectations for success or failure can enhance or interfere with the learner's quality of thinking and information processing. Students' beliefs about themselves as learners and the nature of learning have a marked influence on motivation. Motivational and emotional factors also influence both the quality of thinking and information processing as well as an individual's motivation to learn. Positive emotions, such as curiosity, generally enhance motivation and facilitate learning and performance. Mild anxiety can also enhance learning and performance by focusing the learner's attention on a particular task. However, intense negative emotions (e.g., anxiety, panic, rage, insecurity) and related thoughts (e.g., worrying about competence, ruminating about failure, fearing punishment, ridicule, or stigmatizing labels) generally detract from motivation, interfere with learning, and contribute to low performance.

2.3.8 Intrinsic motivation to learn.

Curiosity, flexible and insightful thinking, and creativity are major indicators of the learners' intrinsic motivation to learn, which is in large part a function of meeting basic needs to be competent and to exercise personal control. Intrinsic motivation is facilitated on tasks that learners perceive as interesting and personally relevant and meaningful, appropriate in complexity and difficulty to the learners' abilities, and on which they believe they can succeed. Intrinsic motivation is also facilitated on tasks that are comparable to real-world situations and meet needs for choice and control. Educators can encourage and support learners' natural curiosity and motivation to learn by attending to individual differences in learners' perceptions of optimal novelty and difficulty, relevance, and personal choice and control.

2.3.9 Effects of motivation on effort.

Effort is another major indicator of motivation to learn. The acquisition of complex knowledge and skills demands the investment of considerable learner energy and strategic effort, along with persistence over time. Educators need to be concerned with facilitating motivation by strategies that enhance learner effort and commitment to learning and to achieving high standards of comprehension and understanding. Effective strategies include purposeful learning activities, guided by practices that enhance positive emotions and intrinsic motivation to learn, and methods that increase learners' perceptions that a task is interesting and personally relevant.

2.3.10 Developmental influences on learning.

Individuals learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way. Because individual development varies across intellectual, social, emotional, and physical domains, achievement in different instructional domains may also vary. Overemphasis on one type of developmental readiness--such as reading readiness, for example--may preclude learners from demonstrating that they are more capable in other areas of performance. The cognitive, emotional, and social development of individual learners and how they interpret life experiences are affected by prior schooling, home, culture, and community factors. Early and continuing parental involvement in schooling, and the quality of language interactions and two-way communications between adults and children can influence these developmental areas. Awareness and understanding of developmental differences among children with and without emotional, physical, or intellectual disabilities can facilitate the creation of optimal learning contexts.

2.3.11 Social influences on learning.

Learning can be enhanced when the learner has an opportunity to interact and collaborate with others on instructional tasks. Learning settings that allow for social interactions, and that respect diversity, encourage flexible thinking and social competence. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking that may lead to higher levels of cognitive, social, and moral development, as well as self-esteem. Quality personal relationships that provide stability, trust, and caring can increase learners' sense of belonging, self-respect and self-acceptance, and

provide a positive climate for learning. Family influences, positive interpersonal support and instruction in self-motivation strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, negative gender role expectations, and undue pressure to perform well. Positive learning climates can also help to establish the context for healthier levels of thinking, feeling, and behaving. Such contexts help learners feel safe to share ideas, actively participate in the learning process, and create a learning community.

2.3.12 Individual differences in learning.

Individuals are born with and develop their own capabilities and talents. In addition, through learning and social acculturation, they have acquired their own preferences for how they like to learn and the pace at which they learn. However, these preferences are not always useful in helping learners reach their learning goals. Educators need to help students examine their learning preferences and expand or modify them, if necessary. The interaction between learner differences and curricular and environmental conditions is another key factor affecting learning outcomes. Educators need to be sensitive to individual differences, in general. They also need to attend to learner perceptions of the degree to which these differences are accepted and adapted to by varying instructional methods and materials.

2.3.13 Learning and diversity.

The same basic principles of learning, motivation, and effective instruction are applied to all learners. However, language, ethnicity, race, beliefs, and socioeconomic status all can influence learning. Careful attention to these factors in the instructional setting enhances the possibilities for designing and implementing appropriate learning environments. When learners perceive that their individual differences in abilities, backgrounds, cultures, and experiences are valued, respected, and accommodated in learning tasks and contexts, levels of motivation and achievement are enhanced.

2.3.14 Standards and assessment.

Assessment provides important information to both learners and teachers at all stages of the learning process. Effective learning takes place when the learners feel challenged to work towards appropriately high goals; therefore, appraisal of the learner's cognitive strengths and weaknesses, as well as current knowledge and skill, is important for the selection of

instructional materials of an optimal degree of difficulty. Ongoing assessment of the learner's understanding of the curricular material can provide valuable feedback to both learners and teachers about progress toward the learning goals. Standardized assessment of learner progress and outcome assessment provides one type of information about achievement levels both within and across individuals that can inform various types of programmatic decisions. Performance assessments can provide other sources of information about the attainment of learning outcomes. Self-assessments of learning progress can also improve students self appraisal skills and enhance motivation and self-directed learning.

2.4 Desirable Characteristics Stipulated in the National Education Act, 1999

2.4.1 Desirable Characteristics of Learners

Learners should be endowed with virtue, competence and happiness (ONEC, 2000, pp. 15-16). A virtuous person is endowed with purity of mind, a conscience, ethics, and valuable attributes both in mind and behaviour. A competent person is endowed with talent in one or several competencies or special intelligences. S/he is also modern in her/his outlook and is able to keep up with events, the world and technological progress. On the other hand, s/he maintains her/his Thai identity. A happy person has strong physical health, strength of mind, cheerful disposition, and good human relations. S/he is able to live within her/his means according to her/his status.

2.4.2 Desirable Characteristics of Learning Process

The learning process can take place at all times and in all places (ONEC, 2000, pp. 16-17). It is to develop intelligence leading to the continuous lifelong development of learners. Happy learning should focus on learners' benefits and integrate different up-to-date contents in line with learners' interests. It is to emphasize the thinking process and practical work and enable learners to have authentic experiences.

2.4.3 Desirable Characteristics of Teachers

The main point of the present educational reform is to reform the teachers' performance. This is the most important area as it will lead to the success of the educational reform.

According to the desirable characteristics of learners and process as said above, the teachers in this period of education reform should be those who can perform the five components (Office of the National Primary Education Commission, 2002, p. a) as follows:

They should learn how to create lesson plans (Academic Department, 2002, How to Establish an Institute Curriculum, p. 2). Of course, they have to do various kinds of analyses first such as curriculum analysis, learners analysis, community analysis, school capability analysis and so forth. What the curriculum requires of the learners, how the learners learn effectively, what the local wisdom in the community is, and environments in schools that support learning and teaching should be studied.

They should be able to design tasks and/or activities by focusing on children's needs. Integrating, project learning and those constructivism approaches should be studied and used in classes (Academic Department, 2002. The Research for Learning Development by the Basic Education Curriculum, pp. 6-7).

They should manipulate learning process proficiently like a facilitator. In addition, they should be able to create several kinds of materials and to use technological medias and learning resources supporting a learning process (Academic Department, 2002, Hand Book for Materials Development, p. 5).

Finally, they should learn testing, evaluating and reporting processes. How to design and use testing and evaluating materials should be studied. And how to specify development goals, to do a classroom action research, and to make a report of learning process should also be studied (Academic Department, 2002, How to Assess and Evaluate the Learning, pp. 1-2).

All of the five proficiency components stated above should be considered in three dimensions; knowledge, competency, and skill. The level of their capabilities should be investigated.

According to the desirable characteristics of paradigm-shifted teachers, various kinds of issues are needed to be studied about their necessity of being put in the investigating form.

2.5 Classroom Action Research

2.5.1 Principles of Action Research

What gives action research its unique flavor is the set of principles that guide the research. Winter (1989) provides a comprehensive overview of six key principles.

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, for instance; it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint.

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry

requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion of fact.

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

2.5.2 Action Research Tools

Winter (1989) also stated that Action Research is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies.

2.5.3 Classroom Action Research

Classroom action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse, record their work in a form which is readily available to and understandable by other teachers, and develop a shared theory of teaching by researching practice (Winter, 1989).

Nunan (2001, p. 109) stated that the teacher is the researcher's link with learners, and also the learners' link with research. The teacher is contracted to help learners learn, but can do so better by knowing about previous research and by using the procedures of classroom research to understand better what is happening in her/his own classroom. In this way, the

exploratory teacher will not only improve achievement but will also contribute to our general research knowledge about how language classroom work.

Action research is defined as the total process of professional development (PD) which finally results in one's co-authored report(s), conference paper(s) or journal article(s) (Ortrun Zuber-Skerritt, 1992, p. 69). The collaborative activities of the research go through the continuing cycle: 1) identify a problem 2) analyze the problem 3) select strategies, trying out innovations and devising methods to solve the problem 4) conduct the experiment or inquiry 5) evaluate the innovation 6) reflect the results of the evaluation 7) conclude and/or identify a new problem(s) and continue a new cycle of action research.

Classroom action research involves the collection and analysis of data related to some aspects of teachers' professional practice (Wallace, 2002, pp. 16-17). This is done so that they can reflect on what they have discovered and apply it to their professional action. This is where it differs from other more traditional kinds of research, which are much more concerned with what is universal true, or at least generalisable to other contexts.

In fact, classroom action research is an action research in a learning process in class. Teachers attempt to solve a problem occurring in the real situation. This makes them organize several learning processes for individual differences continuously.

2.6 Community Analysis

Because educational institutions are stipulated to create their own curriculum, community analysis is a step in the process of the curriculum creation. Institutions have to study what the real problems in the community are, and what vision of community development is. The environment in the community is a good learning resource for learners (Academic Department, 2002, How to Establish an Institute Curriculum, p. 54).

Community analysis gives students, teachers, parents and community members an opportunity to work together to construct solutions to real problems and answer questions relevant to PECTS. PECTS is for Politics (how people make decision about community problems), Economy (how people work to make a living), Culture (how language, ethnic identity, religion, families, schools, and neighborhoods influence the way people make meaning of their lives), and Third Sector (how people join together for fellowship or to address a common cause voluntarily) (Brown, 1998). As students work through the unstructured problems

exemplified in real life, they have the opportunity to improve their capacity for critical thinking and problem solving.

2.7 Integration

The need to focus on holistic learning, the integration of intellectual, social, and emotional aspects, has been voiced periodically throughout the last half century (Cove and Love, 1996). The traditional educational practices, especially teaching pedagogies that reflect the dominance of and reliance on lecture as the sole method of classroom instruction, are clearly under attack. Then the constructivist pedagogy came in educational organizations and institutes. It helps students to take responsibility for their own learning, to be autonomous thinkers, to develop integrated understandings of concepts, and to pose and seek to answer important questions.

There are at least four types of integration in educational learning process (Ministry of Education [MOE], 2001, pp. 29-30).

2.7.1 One Teacher Integration

Teachers can organize a course by linking any contents with real subjects as in environment, water, and so on. And they can combine several learning processes of any subject matters such as reading, writing, calculating and so forth.

2.7.2 Parallel Integration

Two or more teachers take participation to organize a course by focusing on a content. For instance, learners are going to learn the content of shade, a Mathematics teacher can teach about how long the shade at different specific times, whereas an Art teacher can teach drawing pictures with shadc. This means teachers are able to teach by using the same content but they still are responsible for their own subject matters.

2.7.3 Coordinated Integration

This type of integration is somewhat the two or more subject matters are taught at a period of time by only one teacher, of course, before this the teachers have to make a collaboration on the lesson plan.

2.7.4 Project Integration

A teacher and learners plan the lesson together by integrating several subject matters that are taught by the teacher. The lesson will be done for many periods of time. The teacher can also manage camp activities such as IT Camp, English Camp, Arts Camp and so on.

2.8 Providing and Using Materials, Technology and Resources

Using educational technology for drill and practice of basic skill can be highly effective (Kosakowski, 1999). Students usually learn more, and learn more rapidly, in courses that use computer assisted instruction (CAI). This has been shown to be the case across all subject areas, from preschool to higher education, and in both regular and special education classes. Drill and practice is the most common application of CAI in elementary education.

Materials, technology, and resources are important factors to reach the objectives of the curriculum (Academic Department, 2002, Hand Book for Materials Development, pp. 37-41). Teachers can provide materials by creating their own new ones and also adapt from existing media by the following steps:

2.8.1 Teachers should identify the objectives of the materials that they are going to modify.

2.8.2 They should specify learners that are going to use the materials.

2.8.3 They should analyze what content that is related to objectives and suitable for learners.

2.8.4 They should specify expected outcome by analyzing specific objectives. That is the means to do an assessment.

2.8.5 Then they create the materials.

2.8.6 They could try out their materials to find out advantages and/or disadvantages so that they can improve them.

2.8.7 They then use the improved materials in classes.

CHAPTER 3

PROCEDURES

This study is done orderly in five main steps.

1. Identifying subjects
2. Sampling
3. Instrument design
4. Data collection
5. Data analysis

3.1 Identifying Subjects

The study selected 112 teachers who taught under the Basic Education Curriculum of B.E. 2544 (2001). Their performance was investigated by educational supervisors by using three dimensions: knowledge, competence, and skill.

3.2 Sampling

The researcher randomly selected teachers who taught either Grade 1, 4, or 7 students using the Basic Education Curriculum of B.E. 2544 (2001) in the academic year 2002 as samples of the study. All of them taught in a Pilot School and 25 Network Schools in 25 districts of Ubon Ratchathani province. The decision was made by a staff of specialists that 1 - 3 teachers teaching Grades 1 and 4 and 1 - 4 teachers teaching Grade 7 in each of 26 schools would be investigated. The details are shown in Appendix A.

3.3 Instrument Design

A group of specialists was formed with 25 district supervisors, one for each, and 5 provincial supervisors. They brainstormed for four days discussing objectives and designing an instrument to examine the subjects. The details are also shown in Appendix A.

In this study, the researcher coordinating with the staff worked through five steps for designing an instrument.

3.3.1 They reviewed the related literature such as National Education Act of B.E. 2542 (1999), Basic Education Curriculum of B.E. 2544 (2001), Competencies, and so forth.

3.3.2 They also studied how to do a rating scale instrument. (Srisa-ad, B. 1992, pp. 69-70)

3.3.3 The instrument involved the three dimensions of knowledge, competency, and skill. Each dimension was investigated in the five main components:

1) Planning a learning process
    a. Course analysis
    b. Students analysis
    c. Community analysis
    d. Ability of institution analysis
2) Activities design
    a. Lesson plan
    b. Integration
3) Learning manipulation
4) Providing and using materials, technology and resources
5) Test, evaluation and report
    a. Designing and using instruments
    b. Identifying aims of developing students' proficiency
    c. Classroom action research
    d. Reporting the results of teaching

3.3.4 Items of the investigated form are valued for validity by Index of Congruence (IOC) formula. (Taweerat, P. 1992, p. 124)

3.3.5 Team of specialists finally discussed and improved the instrument.

3.4 Data Collection

Each supervisor of the 25 districts investigated teachers in a particular Network school which s/he took responsibility for. In addition, there was a Pilot school in Muang Ubon Ratchathani district that was examined. They used the instrument that they had established themselves. They also checked the completion of the inquiring forms and categorized them.

3.5 Data Analysis

The researcher analyzed the data by using the Microsoft Excel computer program and found out the basic statistics as in the average, percent, and standard deviation.

The numerical statistics were compared to see whether they are significantly different or not in categories as follows:

Genders: male and female

Ranks: Ajarn 1 and Ajarn 2 and Ajarn 3

Length of teaching experience: less than 5 years and 5 – 10 years and more than 10 years

Level of students: Grade 1, Grade 4 and Grade 7

Degree holders: lower than bachelor degree, bachelor degree and higher than bachelor degree

The comparison will be shown particularly in three dimensions: knowledge, competency, and skill.

CHAPTER 4

PRESENTATION OF DATA

Results of Data Analysis

The researcher will present in order the results of data analysis from 112 complete inquiring form papers. The presentation will be performed in three sections.

Section 1 presents the general information of all 112 samples by percentage value. The data are classified according to gender, rank, length of teaching experience, level of students, and degree holders (Table 1).

Section 2 describes teachers' performance according to numerical statistics of all three dimensions. The information will be presented by item-by-item and by total statistics (Tables 2 – 13).

Section 3 concludes what the study has found.

For easy understanding, the researcher considered the mean scores of the rating scales (Srisa-ad, B. 1992, pp. 69-70).

4.51 – 5.00 Very satisfactory

3.51 – 4.50 Satisfactory

2.51 – 3.50 Fairly satisfactory

1.51 – 2.50 Poor

1.0 – 1.50 Very poor

The following symbols and abbreviations are used to interpret the information:

$\bar{X}$	Mean or average score
SD	Standard deviation
N	Number of population
V	Value transform
VS	Very satisfactory
S	Satisfactory
O	Fairly satisfactory

P Poor

VP Very poor

Section 1 General Information of the Population

This section interprets the general information of the subjects. The information is classified by gender, rank, length of teaching experience, level of students, and degree holders of the population reported in percentage scores.

Table 1 General information of population classified by gender, rank, length of teaching experience, level of students, and degree holders

General information	N	Percent
Gender		
Male	20	17.9
Female	92	82.1
Total	112	100
Rank		
Ajarn 1	22	19.6
Ajarn 2	88	78.6
Ajarn 3	2	1.8
Total	112	100
Length of teaching experience		
Less than 5 years	9	8.0
5 – 10 years	14	12.5
More than 10 years	89	79.5
Total	112	100
Level of students		
Grade 1	36	32.1
Grade 4	34	30.4
Grade 7	42	37.5
Total	112	100

Table 1 General information of population classified by gender, rank, length of teaching experience, level of students, and degree holders (continue)

General information	N	Percent
Degree holders		
Lower than Bachelor degree	11	9.8
Bachelor degree	94	83.9
Higher than Bachelor degree	7	6.3
Total	112	100

Most of the subjects, 82.1%, are female and the rest, 17.9%, are male. Most of them, 78.6%, are Ajarn 2. Very few of them, 1.8% are Ajarn 3 and the rest, 19.6%, are Ajarn 1. Most of them, 79.5%, have worked for more than 10 years and 12.5% have worked between 5 – 10 years. Only 8.0% of them have worked for less than 5 years.

The percentage of teachers who teach Grade 1, Grade 4, and Grade 7 are very close, as the orderly numeral showed: 32.1%, 30.4%, and 37.5%. Most of them, 83.9%, graduated with a bachelor's degree, whereas only a few 6.3% graduated with a master's degree, and 9.8% have a lower qualification.

Section 2 Results of Data Analysis about Teachers' Performance

Average and standard deviation of the scores are examined totally in all categories of the subjects but each main item will be reported in the seven following tables. (Tables 2-8)

Table 2 Knowledge

No.	1. Planning a learning process	$\bar{X}$	SD	Value Transform
1.1	Course analysis	3.82	0.99	Satisfactory
1.2	Students analysis	3.60	0.95	Satisfactory
1.3	Community analysis	3.21	0.97	Fairly satisfactory
1.4	Ability of institution analysis	3.51	0.81	Satisfactory
	2. Designing activities			
2.1	Lesson plan	3.65	0.85	Satisfactory
2.2	Integration	3.47	0.88	Fairly satisfactory
	3. Learning manipulation	3.60	0.78	Satisfactory
	4. Providing and using materials, technology and resources	3.44	0.72	Fairly satisfactory
	5. Test, evaluation and report			
5.1	Designing and using instruments	3.39	0.79	Fairly satisfactory
5.2	Identifying aims of developing students proficiency	3.30	0.85	Fairly satisfactory
5.3	Classroom action research	3.04	1.02	Fairly satisfactory
5.4	Reporting the result of teaching	3.25	1.13	Fairly satisfactory

From Table 2, about the knowledge dimension, planning a learning process component shows that almost all the populations have a satisfactory performance in course analysis, students analysis and an almost satisfactory in ability of institution analysis but it is quite poor at community analysis.

According to the designing activities component, the creation of lesson plans element is at a satisfactory level but the integration element is fairly satisfactory.

The learning manipulation component shows a satisfactory level but the providing and using materials, technology and resources component shows a fairly satisfactory result.

With respect to the test, evaluation and report component, it shows the teachers are rather poor at all elements; designing and using instruments, identifying (an) aim(s) of developing students' proficiency, classroom action research, and also reporting the results of teaching.

Table 3 Components of knowledge dimension

No.	Knowledge	$\bar{X}$	SD	Value Transform
1	Planning a learning process	3.53	0.74	Satisfactory
2	Designing activities	3.56	0.76	Satisfactory
3	Learning manipulation	3.60	0.78	Satisfactory
4	Providing and using materials, technology and resources	3.44	0.72	Fairly satisfactory
5	Test, evaluation and report	3.25	0.79	Fairly satisfactory
	Total	3.48	0.61	Fairly satisfactory

In conclusion, planning a learning process, designing activities, and learning manipulation are at a satisfactory level. But providing and using materials, technology and resources, and test, evaluation and report are at a fairly satisfactory level. Considering whole knowledge dimension, the result is fairly satisfactory.

Table 4 Competency

No.	1. Planning a learning process	$\bar{X}$	SD	Value Transform
1.1	Course analysis	3.64	1.02	Satisfactory
1.2	Students analysis	3.43	1.02	Fairly satisfactory
1.3	Community analysis	3.16	1.08	Fairly satisfactory
1.4	Ability of institution analysis	3.40	0.91	Fairly satisfactory
	2. Designing activities			
2.1	Lesson plan	3.39	0.91	Fairly satisfactory
2.2	Integration	3.46	0.92	Fairly satisfactory
	3. Learning manipulation	3.48	0.78	Fairly satisfactory

Table 4 Competency (continue)

No.		$\bar{X}$	SD	Value Transform
	4. Providing and using materials, technology and resources	3.34	0.79	Fairly satisfactory
	5. Test, evaluation and report			
5.1	Designing and using instruments	3.50	0.77	Fairly satisfactory
5.2	Identifying aims of developing students proficiency	3.42	0.83	Fairly satisfactory
5.3	Classroom action research	3.03	0.97	Fairly satisfactory
5.4	Reporting the result of teaching	3.33	0.90	Fairly satisfactory

From Table 4, about the competency dimension, the planning a learning process component shows that the majority of the population have only a satisfactory performance at course analysis, but an unsatisfactory performance at students analysis, ability of institution analysis, and community analysis.

About the designing activities component, both creating lesson plan and integration elements show a value of fairly satisfactory result.

The learning manipulation and the providing and using materials, technology and resources components show fairly satisfactory result also.

At test, evaluation and report, all elements; designing and using instruments, identifying (an) aim(s) of developing students' proficiency, classroom action research, and reporting the results of teaching show low results at a fairly satisfactory level.

Table 5 Components of competency dimension

No.	Competency	$\bar{x}$	SD	Value Transform
1	Planning a learning process	3.41	1.01	Fairly satisfactory
2	Designing activities	3.43	0.92	Fairly satisfactory
3	Learning manipulation	3.48	0.78	Fairly satisfactory
4	Providing and using materials, technology and resources	3.34	0.79	Fairly satisfactory
5	Test, evaluation and report	3.32	0.79	Fairly satisfactory
	Total	3.40	0.61	Fairly satisfactory

In conclusion, all components; planning a learning process, designing activities, learning manipulation, providing and using materials, technology and resources, and test, evaluation and report are at a fairly satisfactory level. Considering the whole competency dimension, the result is also fairly satisfactory.

Table 6 Skill

No.	1. Planning a learning process	$\bar{x}$	SD	Value Transform
1.1	Course analysis	3.56	0.98	Satisfactory
1.2	Students analysis	3.65	0.93	Satisfactory
1.3	Community analysis	3.36	1.03	Fairly satisfactory
1.4	Ability of institution analysis	3.40	0.87	Fairly satisfactory
	2. Designing activities			
2.1	Lesson plan	3.56	0.80	Satisfactory
2.2	Integration	3.52	0.94	Satisfactory
	3. Learning manipulation	3.50	0.77	Fairly satisfactory
	4. Providing and using materials, technology and resources	3.50	0.84	Fairly satisfactory

Table 6 Skill (continue)

No.		$\bar{X}$	SD	Value Transform
	5. Test, evaluation and report			
5.1	Designing and using instruments	3.37	0.77	Fairly satisfactory
5.2	Identifying aims of developing students proficiency	3.29	0.83	Fairly satisfactory
5.3	Classroom action research	3.13	0.97	Fairly satisfactory
5.4	Reporting the result of teaching	3.30	0.90	Fairly satisfactory

From Table 6, about the skill dimension, the planning a learning process component shows that the majority of the population have a satisfactory performance in course analysis and students analysis but quite a low performance level in ability of institution analysis and community analysis.

In the designing activities component, both lesson plan and integration elements show satisfactory results. The learning manipulation and the providing and using materials, technology and resources components also show fairly satisfactory results.

The test, evaluation and report component shows low scores at all elements; designing and using instruments, identifying (an) aim(s) of developing students' proficiency, classroom action research, and also reporting the results of teaching.

Table 7 Components of skill dimension

No.	Skill	$\bar{X}$	SD	Value Transform
1	Planning a learning process	3.49	0.80	Fairly satisfactory
2	Designing activities	3.54	0.87	Satisfactory
3	Learning manipulation	3.50	0.77	Fairly satisfactory
4	Providing and using materials, technology and resources	3.50	0.84	Fairly satisfactory
5	Test, evaluation and report	3.27	0.73	Fairly satisfactory
	Total	3.47	0.69	Fairly satisfactory

In conclusion, only the designing activities component is shown to be satisfactory, but the rest are all at a fairly satisfactory level. Considering the whole skill dimension, the result is fairly satisfactory.

Table 8 Dimensions

No.	Dimensions	$\bar{x}$	SD	Value Transform
1	Knowledge	3.48	0.61	Fairly satisfactory
2	Competency	3.39	0.67	Fairly satisfactory
3	Skill	3.47	0.69	Fairly satisfactory
	Total	3.45	0.63	Fairly satisfactory

From Table 8, the average scores of all dimensions; knowledge, competency, and skill, are shown to be very low at 3.48, 3.39, and 3.47. It also makes the total value low at 3.45 that transforms the total to a fairly satisfactory level.

Table 9 Comparison of the average scores of participants by gender

No.	Dimensions/Components	Gender					
		Male			Female		
		$\bar{x}$	S.D.	V	$\bar{x}$	S.D.	V
	Knowledge						
1	Planning a learning process	3.39	0.77	O	3.57	0.73	S
2	Designing activities	3.35	0.54	O	3.61	0.80	S
3	Learning manipulation	3.40	0.60	O	3.64	0.81	S
4	Providing and using materials, technology and resources	3.20	0.52	O	3.49	0.75	O
5	Test, evaluation and report	3.09	0.68	O	3.28	0.81	O
	Total	3.29	0.49	O	3.52	0.63	S
	Competency						
1	Planning a learning process	3.39	0.77	O	3.57	0.73	S
2	Designing activities	3.35	0.54	O	3.61	0.80	S
3	Learning manipulation	3.40	0.60	O	3.64	0.81	S
4	Providing and using materials, technology and resources	3.20	0.52	O	3.49	0.75	O
5	Test, evaluation and report	3.09	0.68	O	3.28	0.81	O
	Total	3.35	0.56	O	3.40	0.70	O
	Skill						
1	Planning a learning process	3.39	0.77	O	3.57	0.73	S
2	Designing activities	3.35	0.54	O	3.61	0.80	S
3	Learning manipulation	3.40	0.60	O	3.64	0.81	S
4	Providing and using materials, technology and resources	3.20	0.52	O	3.49	0.75	O
5	Test, evaluation and report	3.09	0.68	O	3.28	0.81	O
	Total	3.25	0.55	O	3.52	0.71	S

From Table 9, the average scores significantly show differences between males and females at all dimensions. Average female scores of knowledge, competency, and skill dimensions are higher than male's. However, both average male and female scores of the total are the same, at a fairly satisfactory level.

Table 10 Comparison of the average scores of participants by rank

No.	Dimensions/Components	Rank								
		Ajarn 1			Ajarn 2			Ajarn 3		
		$\bar{x}$	S.D.	V	$\bar{x}$	S.D.	V	$\bar{x}$	S.D.	V
	Knowledge									
1	Planning a learning process	3.35	0.57	O	3.58	0.78	S	3.50	0.00	O
2	Designing activities	3.61	0.53	S	3.54	0.82	S	4.00	0.00	S
3	Learning manipulation	3.23	0.69	O	3.68	0.78	S	4.00	0.00	S
4	Providing and using materials, technology and resources	3.36	0.66	O	3.47	0.74	O	3.00	0.00	O
5	Test, evaluation and report	3.07	0.61	O	3.29	0.83	O	3.25	0.00	O
	Total	3.33	0.42	O	3.51	0.65	S	3.55	0.00	S
	Competency									
1	Planning a learning process	3.31	0.71	O	3.44	0.82	O	3.00	0.00	O
2	Designing activities	3.36	0.77	O	3.46	0.83	O	2.50	0.00	P
3	Learning manipulation	3.32	0.65	O	3.51	0.82	S	4.00	0.00	S
4	Providing and using materials, technology and resources	3.14	0.77	O	3.38	0.79	O	4.00	0.00	S
5	Test, evaluation and report	3.10	0.79	O	3.36	0.73	O	3.75	0.00	S
	Total	3.25	0.63	O	3.43	0.69	O	3.45	0.00	O

Table 10 Comparison of the average scores of participants by rank (continue)

No.	Dimensions/Components	Rank								
		Ajarn 1			Ajarn 2			Ajarn 3		
		$\bar{x}$	S.D.	V	$\bar{x}$	S.D.	V	$\bar{x}$	S.D.	V
	Skill									
1	Planning a learning process	3.42	0.67	O	3.51	0.84	S	3.50	0.00	O
2	Designing activities	3.34	0.83	O	3.58	0.88	S	4.00	0.00	S
3	Learning manipulation	3.14	0.89	O	3.58	0.72	S	4.00	0.00	S
4	Providing and using materials,	3.50	0.74	O	3.51	0.87	S	3.00	0.00	O
	technology and resources									
5	Test, evaluation and report	3.08	0.59	O	3.32	0.77	O	3.50	0.00	O
	Total	3.30	0.64	O	3.51	0.70	S	3.67	0.00	S

From Table 10, the average scores of Ajarn 2 and Ajarn 3 are significantly higher than the Ajarn 1's at all dimensions. Considering the total scores, only Ajarn 3's were satisfactory while Ajarn 1 and Ajarn 2's are at a fairly satisfactory level.

Table 11 Comparison of the average scores of participants by length of experience

No.	Dimensions/Components	Length of teaching experience								
		Less than 5 years			5 - 10 years			more than 10 years		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Knowledge									
1	Planning a learning process	3.08	0.33	O	3.61	0.55	S	3.57	0.78	S
2	Designing activities	3.61	0.60	S	3.61	0.53	S	3.55	0.81	S
3	Learning manipulation	3.22	0.83	O	3.43	0.76	O	3.66	0.77	S
4	Providing and using materials, technology and resources	3.22	0.67	O	3.57	0.76	S	3.44	0.72	O
5	Test, evaluation and report	2.81	0.45	O	3.29	0.78	O	3.29	0.81	O
	Total	3.19	0.45	O	3.50	0.50	O	3.50	0.64	O
	Competency									
1	Planning a learning process	3.08	0.60	O	3.54	0.75	S	3.42	0.82	O
2	Designing activities	3.17	0.79	O	3.68	0.72	S	3.41	0.84	O
3	Learning manipulation	2.89	0.60	O	3.57	0.65	S	3.53	0.80	S
4	Providing and using materials, technology and resources	2.67	0.71	O	3.50	0.65	O	3.38	0.79	O
5	Test, evaluation and report	2.89	0.83	O	3.34	0.71	O	3.36	0.73	O
	Total	2.94	0.62	O	3.53	0.56	S	3.42	0.68	O
	Skill									
1	Planning a learning process	3.25	0.63	O	3.57	0.68	S	3.51	0.83	S
2	Designing activities	3.20	0.99	O	3.49	0.72	O	3.58	0.88	S
3	Learning manipulation	2.78	0.97	O	3.50	0.65	O	3.57	0.74	S
4	Providing and using materials, technology and resources	3.44	0.88	O	3.50	0.52	O	3.51	0.88	S
5	Test, evaluation and report	3.08	0.81	O	3.18	0.46	O	3.31	0.76	O
	Total	3.16	0.83	O	3.45	0.50	O	3.51	0.70	S

Table 11 Comparison of the average scores of participants by length of experience (continue)

No.	Dimensions/Components	Length of teaching experience								
		Less than 5 years			5 - 10 years			More than 10 years		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Dimensions									
1	Knowledge	3.19	0.45	O	3.50	0.50	O	3.50	0.64	O
2	Competency	2.94	0.62	O	3.53	0.56	S	3.42	0.68	O
3	Skill	3.16	0.83	O	3.45	0.50	O	3.51	0.70	S
	Total	3.10	0.59	O	3.49	0.45	O	3.48	0.65	O

From Table 11, every dimension of participants with less than 5 years experience is lower than others. The participants with 5-10 years' are the most satisfactory (3.53) at the competency dimension and the participants with more than 10 years' are the highest (3.51) at skill dimension. The participants with 5-10 years' and the participants with more than 10 years' are very close in the whole view.

Table 12 Comparison of the average scores by participants who have taught several levels of students

No.	Dimensions/Components	Level of students								
		Grade 1			Grade 4			Grade 7		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Knowledge									
1	Planning a learning process	3.41	0.87	O	3.47	0.66	O	3.69	0.66	S
2	Designing activities	3.39	0.92	O	3.62	0.71	S	3.67	0.64	S
3	Learning manipulation	3.50	0.77	O	3.59	0.78	S	3.69	0.78	S
4	Providing and using materials, technology and resources	3.28	0.81	O	3.41	0.56	O	3.60	0.73	S
5	Test, evaluation and report	3.10	0.82	O	3.29	0.73	O	3.34	0.81	O
	Total	3.33	0.71	O	3.48	0.52	O	3.60	0.58	S
	Competency									
1	Planning a learning process	3.33	0.86	O	3.47	0.81	O	3.43	0.73	O
2	Designing activities	3.31	0.97	O	3.49	0.69	O	3.48	0.79	O
3	Learning manipulation	3.44	0.77	O	3.50	0.79	O	3.50	0.80	O
4	Providing and using materials, technology and resources	3.17	0.85	O	3.50	0.71	O	3.36	0.79	O
5	Test, evaluation and report	3.24	0.84	O	3.35	0.73	O	3.36	0.66	O
	Total	3.30	0.76	O	3.46	0.63	O	3.43	0.64	O

Table 12 Comparison of the average scores by participants who have taught several levels of students (continue)

No.	Dimensions/Components	Level of students								
		Grade 1			Grade 4			Grade 7		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Skill									
1	Planning a learning process	3.32	0.96	O	3.54	0.76	S	3.60	0.66	S
2	Designing activities	3.43	0.96	O	3.63	0.90	S	3.56	0.77	S
3	Learning manipulation	3.44	0.77	O	3.53	0.79	S	3.52	0.77	S
4	Providing and using materials,	3.39	0.84	O	3.59	0.89	S	3.52	0.80	S
	technology and resources									
5	Test, evaluation and report	3.18	0.83	O	3.29	0.73	O	3.33	0.65	O
	Total	3.36	0.77	O	3.54	0.68	S	3.52	0.69	S
	Dimensions									
1	Knowledge	3.33	0.71	O	3.48	0.52	O	3.60	0.58	S
2	Competency	3.30	0.76	O	3.46	0.63	O	3.43	0.64	O
3	Skill	3.36	0.77	O	3.54	0.68	S	3.52	0.69	S
	Total	3.33	0.73	O	3.49	0.58	O	3.51	0.57	S

From Table 12, the average scores of teachers who teach Grade 7 students are higher than others. The average scores of teachers who teach Grade 4 students are higher than Grade 1 teachers' average scores. Considering the total scores, only Grade 7's are satisfactory while Grade 4's and Grade 1's are at a fairly satisfactory level.

Table 13 Comparison of the average scores by participants who hold degrees

No	Dimensions/Components	Degree holders								
		Lower than bachelor			Bachelor			Higher than bachelor		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Knowledge									
1	Planning a learning process	3.39	1.00	O	3.55	0.70	S	3.57	0.86	S
2	Designing activities	3.59	0.80	S	3.59	0.76	S	3.21	0.81	O
3	Learning manipulation	3.36	0.81	O	3.61	0.77	S	3.86	0.90	S
4	Providing and using materials,	3.18	0.75	O	3.47	0.70	O	3.43	0.98	O
	technology and resources									
5	Test, evaluation and report	3.05	0.79	O	3.26	0.77	O	3.43	1.09	O
	Total	3.31	0.75	O	3.49	0.58	O	3.50	0.81	O
	Competency									
1	Planning a learning process	3.27	0.95	O	3.45	0.78	O	3.04	0.70	O
2	Designing activities	3.50	0.59	O	3.43	0.84	O	3.21	0.95	O
3	Learning manipulation	3.36	1.12	O	3.53	0.73	S	3.00	0.82	O
4	Providing and using materials,	3.18	0.75	O	3.37	0.80	O	3.14	0.69	O
	technology and resources									
5	Test, evaluation and report	2.93	0.87	O	3.37	0.72	O	3.21	0.62	O
	Total	3.25	0.79	O	3.43	0.66	O	3.12	0.68	O

Table 13 Comparison of the average scores by participants who hold degrees (continue)

No	Dimensions/Components	Degree holders								
		Lower than bachelor			Bachelor			Higher than bachelor		
		$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V	$\bar{X}$	S.D.	V
	Skill									
1	Planning a learning process	3.43	0.79	O	3.51	0.81	S	3.39	0.75	O
2	Designing activities	3.50	1.01	O	3.56	0.87	S	3.36	0.68	O
3	Learning manipulation	3.45	0.69	O	3.52	0.79	S	3.29	0.76	O
4	Providing and using materials,	3.45	0.69	O	3.53	0.85	S	3.14	0.90	O
	technology and resources									
5	Test, evaluation and report	3.02	1.02	O	3.31	0.69	O	3.11	0.80	O
	Total	3.39	0.82	O	3.50	0.68	O	3.27	0.64	O
	Dimensions									
1	Knowledge	3.31	0.75	O	3.49	0.58	O	3.50	0.81	O
2	Competency	3.25	0.79	O	3.43	0.66	O	3.12	0.68	O
3	Skill	3.39	0.82	O	3.50	0.68	O	3.27	0.64	O
	Total	3.32	0.77	O	3.47	0.61	O	3.30	0.67	O

The average scores of participants with bachelor's degrees are higher than others in the total of knowledge and skill dimensions. Average scores of very few components of participants with higher than bachelor degree are satisfactory; planning a learning process (3.57) and learning manipulation (3.86). The rest of them are only at fairly satisfactory level. The total average scores show they are fairly satisfactory at all levels of degree holders.

Section 3 Findings

Objective 1: To learn at what level of teaching competence the teachers are at

1.1 Over-all competence

The average scores of all dimensions: knowledge, competency, and skill are at a fairly satisfactory level. The average scores of three components of the knowledge dimension: the planning a learning process, designing activities, and learning manipulation components are a little higher than the providing and using materials, technology and resources and the test, evaluation and report components are.

The average scores of all five components of the competency dimension are not at a satisfactory level. The average score of only one component, designing activities, of the skill dimension is satisfactory but the others are at a fairly satisfactory level.

1.2 Comparison of genders

The average scores show the difference between males and females. Although both male and female's average scores are the same at a fairly satisfactory level, the average scores of female knowledge, competency, and skill dimensions are higher than the male's.

1.3 Comparison of ranks

The average scores of Ajarn 2 and Ajarn 3 are higher than Ajarn 1's in all dimensions. However, considering totally, only Ajarn 3's result is satisfactory whereas Ajarn 1 and Ajarn 2's results are at a fairly satisfactory level.

1.4 Comparison of length of teaching experience

The average scores of less-than-five-year teachers are lower than others. The scores of five-to-ten-year teachers are the most satisfactory.

1.5 Comparison of level of students

The average scores of teachers who teach Grade 7 students are higher than others. And the average scores of teachers who teach Grade 4 students are higher than the average scores of teachers who teach Grade 1 students. Considering totally, only the results of teachers who teach Grade 7 students are satisfactory whereas the results of teachers who teach Grade 4 and Grade 1 students is at a fairly satisfactory level.

1.6 Comparison of degree holders

On knowledge and skill dimensions, the average scores of teachers with the bachelor degree are higher than others. The average scores of few components of teachers with the higher degree are at satisfactory level but the rest of the elements are all at a fairly satisfactory level.

Objective 2: To provide an instrument to assess teachers for the Teacher Awards

In order to find what dimensions or components or elements need improvement, the researcher evaluated the assessment form for validity by Index of Congruence (IOC). All of the items in the form are approved of by three educational specialists.

CHAPTER 5

DISCUSSION AND RECOMMENDATION

5.1 Discussion

As the researcher addressed before, giving the definition of terms in Chapter 1, teachers would be investigated in three dimensions; knowledge, competency, and skill, on five main components. The researcher attempted to learn at what level of competency the teachers had regarding the five focusing components: (1) Planning a Learning Process, (2) Designing Activities, (3) Learning Manipulation, (4) Providing and Using Materials, Technology, and Resources, and(5) Test, Evaluation and Report.

Considering the component of Planning a Learning Process, teachers were at a satisfactory level. They did the course analysis, the student analysis and the ability of institution analysis elements very well. But for the elements of community analysis, they were at a fairly satisfactory level that will be discussed later.

For the second component, Designing Activities, teachers created good lesson plans but were at a fairly satisfactory level on integration that was very important for effective learning.

For the third component, Learning Manipulation, they controlled and organized their classes very well.

For the Providing and Using Materials, Technology, and Resources component, they had to improve their competence because they rarely provided and used materials, technology, and resources. This was reliably correlated to the results of the community analysis element.

For the last component, Test, Evaluation and Report, the results were lower than the other components which were at a fairly satisfactory in all four elements, especially the Classroom Action Research. The four urgently-needed elements above will be partly considered.

5.1.1 Classroom Action Research (CAR)

There are at least three advantages when teachers do a classroom action research (Office of the Basic Education Commission [OBEC], 2004, pp. 1-3). Firstly, when they carry out research, they enable learners to learn appropriately for their ability. This is stipulated in the National Education Act, 1999. Secondly, they are able to submit their research issues for their

professional growth. And thirdly, they do a CAR for the reason that learners are those who benefit from the research as part of the learning process.

Action Research allows teachers or principals to systematically examine their own practice based upon research techniques (Carr and Kemmis, 1986, p. 162). Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively.

Almost all prior and present researchers make a model of CAR following the cycle of: Plan, Act, Observe and Reflect. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the Acting stage, the practitioner tries out the strategy. The Observation stage includes recording data on the results of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the Reflection stage, conclusions are drawn and the original plan revised based upon the conclusions so that a new cycle will begin (Kemmis, 1982).

A key ingredient to successful Action Research involves collaboration. Working with colleagues greatly enhances the quality of the experience and allows the researcher to focus on a specific question and a design that will help answer the question. One of the most important elements of the experience involves keeping a journal. The self-reflection that the journal writing provides is sometimes more valuable to the participants than the specific answer to the question asked.

One way of encouraging teachers to develop research skills is to get them to adopt an action research orientation to their classroom (Richards and Nunan, 1990, p. 63). The linking of the terms 'action' and 'research' highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning.

In fact, teachers have performed nearly the cycle of CAR but what they ignore is the lack of keeping journal that presents the reflections that are very valuable for development of the learning process. To tell the truth, teachers should continuously learn more and more themselves.

5.1.2 Community Analysis

Educational institutions in co-operation with individuals, families, communities, organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions shall contribute to the strengthening of the communities as well as identifying ways of exchanging development experiences among communities (ONEC, 1999, p. 13).

Learning can occur anywhere and anytime even out of the classroom. Many things in community should be learned. In order to have various sources for learning process, teachers have to analyze their communities. If teachers learn what the community needs, what the community has, what the community wishes the children be, and so on, they are able to organize a suitable learning process for learners. For instance, students in a district that grows chili for industry should learn how to grow chili instead of how to grow durian, students in Ubon Ratchathani should learn the history of Phra Woa Phra Ta instead of history of President Bush or Chairman Mao.

Schools need connections to the community. A primary or secondary school is often located between several communities. School attendance areas often draw students from different communities. In defining their own communities, schools must recognize the unique strengths of diverse, multiethnic, and multiracial school populations in both rural and urban settings (Rutherford and Billig, 1996). Schools need to seek opportunities to invite the community to participate in school activities, and use a variety of strategies to communicate directly with the community. Communities must take an active role in school decision making. And families must find a variety of ways to participate and adopt new roles for participation.

A strong sense of community can facilitate staff members' instructional efforts and enhance their personal well-being (Royal and Rossi, 1997). On the other hand, sense of community in schools may promote a variety of positive outcomes for students. Community may improve schooling for all students, enhancing academic and social development and providing them with experiences necessary to prepare them for full participation in a democratic society.

5.1.3 Providing and Using Materials, Technology, and Resources

Teachers rarely provide and use materials, technology, and resources to support their children's learning. Because of the low budget, teachers are not able to provide a variety of materials, especially information technology. And because they do not have community analysis, many resources in the community are ignored in the learning process. Most teachers may think

they are too old to learn to use a computer and other technological equipment. They do not realize that IT is very useful for learning how to learn or for self access learning.

The demand for remedial education continues to increase and provides new pressures for many educational institutes (Keup, 1999). Based on positive student and instructor response to computer-aided instruction, it appears that technology can provide one answer to this growing challenge. Several common themes emerge when discussing the successful implementation of computer-aided remedial curriculum and should be considered in the planning and implementation stages of remedial education programs.

5.1.4 Integration

The educational institutions and agencies concerned shall achieve, in all subjects, a balanced integration of subject matters, integrity, values and desirable attributes (ONEC, 1999, pp. 10-11).

Most teachers ignore the importance of integration. They work hard to give their children contents of a subject matter that they take responsibility for. In real life we have to use various kinds of knowledge, not only one kind, to solve a problem. Then children should be taught by an integrated approach. Learners can not learn to multiply without the knowledge of a number plus a number. Teachers always think designing an integrated lesson plan is very difficult and they ignore it. The authorities have to focus on this point before teachers pay attention as well.

Teachers can arrive at principles and assumptions for an integrated learning curriculum by examining the beliefs that guide their actions. If teachers believe that learners should explore issues together, interacting with text and with each other in a seamless use of listening, speaking, reading, writing and viewing, then language arts learning will be integrated through themes, activities and materials that support thematic, collaborative learning (Smith, 1997).

Integrative curriculum in the new millennium will have to deal with societal expectations, as spelled out in standards and state tests, while still giving primary emphasis to student needs, problems, and concerns (Vars and Beane, 2001). Using any of the standards-based formulations of common learnings can make societal expectations more manageable. Then students can be invited to share in addressing those expectations as they and their teachers plan learning experiences.

5.2 Recommendation

Although we have criteria for helping the decision, several investigators may have biased results. There, then, should be a training program for staff to learn the appropriate concept of doing a research.

For the knowledge dimension, the providing and using materials, technology, and resources and the test, evaluation and report are the two components that should be improved very soon.

Considering the competency dimension, teachers should improve in all five components. However, the study found that males and females should improve but females' mean score is a little higher than males'.

We also found that Ajarn 3's quality is higher than Ajarn 1 and Ajarn 2 by mean scores. To tell the truth, it is not very easy to be an Ajarn 3 teacher. Almost teachers who will be approved the Ajarn 3 position have to perform as same as the paradigm-shifted teachers do. They have been scrutinized by the committee using the desirable characteristics criteria of such a paradigm-shifted one.

An interesting facet is teachers who have between 5-10 years of experience show better performance than teachers who have taught less or more than that. For the less-than-5-years teachers, we may consider that they do not have enough teaching experience. However, more-than-10-years teachers may lose their awareness and motivation.

The practical recommendation is that Ajarn 1 and Ajarn 2, and those with less than 5 or more than 10 years of experience teachers should participate in a training program to develop their performance immediately.

As the result of a fairly satisfactory level in other aspects beyond those four that were mentioned before, a further study will be very useful. Especially, the study in the field of capability of institution analysis, reporting the results of teaching, and also how to manage the learning process, should be performed.

Finally, the results of this study should be distributed for those who are involved in basic education organizations, at least, for all of the five educational areas in Ubon Ratchathani province. The educators who are involved in educational reform are able to try out the investigating form in order to diagnose and classify teachers' level of competency. After that, they can focus on appropriate points to train their teachers.

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APPENDICES

APPENDIX A

The 26 schools in the Pilot and Network Projects

The 26 schools in the Pilot and Network Projects

No.	District	Pilot School	Network School
1	Muang Ubon Ratchathani	Ubon Wittayakom	
2	Muang Ubon Ratchathani		Ban Taboa
3	Koodkaopoon		Ban Kaopoon
4	Kemarat		Ban Nongpue
5	Khongjiem		Ban Huaipai
6	Kheungnai		Ban Nonghee Nongcan
7	Det Udom		Ban Pamong
8	Trakarn Peutpon		Trakarn Peutpon
9	Tansoom		Ban Dontalee
10	Najaluai		Ban Takoa
11	Namyuen		Ban Samwai
12	Boontarik		Boontarik
13	Piboon Mangsahan		Ban Najarearn
14	Posai		Ban Jompluaksoong Srangkoong
15	Muang Samsib		Ban Nonghang
16	Warin Chamrab		Ban Tard
17	Srimuangmai		Ban Donyai Boorapa
18	Samrong		Ban Samrong
19	Sirintorn		Thairat Wittaya 87
20	Donmoddang		Ban Kamhaiyai
21	Nayear		Ban Najarn
22	Toongsri U-dom		Ban Bennondoo
23	Laoseukok		Ban Ponmuang
24	Natarn		Ban Sai-ngam
25	Sawangweerawong		Ban Samrong Kururat Wittaya
26	Namkhoon		Ban Nonghualing

Number of samples in 26 schools in the Pilot and Network Projects

No.	District	School	Grade 1	Grade 4	Grade 7
1	Muang Ubon Ratchathani	Ubon Wittayakom	3	3	0
2	Muang Ubon Ratchathani	Ban Taboa	2	2	4
3	Koodkaopoon	Ban Kaopoon	1	1	0
4	Kemarat	Ban Nongpue	1	1	3
5	Khongjiem	Ban Huaipai	1	1	2
6	Kheungnai	Ban Nonghee Nongcan	1	1	0
7	Det Udom	Ban Pamong	1	1	3
8	Trakarn Peutpon	Trakarn Peutpon	2	2	0
9	Tansoom	Ban Dontalee	1	1	0
10	Najaluai	Ban Takoa	1	1	2
11	Namyuen	Ban Samwai	1	1	2
12	Boontarik	Boontarik	1	1	0
13	Piboon Mangsahan	Ban Najarearn	2	2	3
14	Posai	Ban Jompluaksoong Srangkoong	1	1	2
15	Muang Samsib	Ban Nonghang	2	2	3
16	Warin Chamrab	Ban Tard	2	2	0
17	Srimuangmai	Ban Donyai Boorapa	1	1	0
18	Samrong	Ban Samrong	1	1	3
19	Sirintorn	Thairat Wittaya 87	1	1	0
20	Donmoddang	Ban Kamhaiyai	1	1	3

Number of samples in 26 schools in the Pilot and Network Projects (Continue)

No.	District	School	Grade 1	Grade 4	Grade 7
21	Nayear	Ban Najarn	2	1	2
22	Toongsri U-dom	Ban Bennondoo	2	1	2
23	Laoseukok	Ban Ponmuang	1	1	2
24	Natarn	Ban Sai-ngam	1	1	3
25	Sawangweerawong	Ban Samrong Kururat Wittaya	2	2	3
26	Namkhoon	Ban Nonghualing	1	1	0
Total			36	34	42

Group of 30 specialists

No.	District/Province	Specialist
1	Muang Ubon Ratchathani	Sooppaluck Boonjaras
2	Koodkaopoon	Prapart Banruengtong
3	Kemarat	Jittikarn Sabaijit
4	Khongjiem	Wittaya Krongyut
5	Kheungnai	Sowat Promsupan
6	Det Udom	Ampa Pratoomchai
7	Trakarn Peutpon	Kesorn Malahom
8	Tansoom	Sankom Pantu
9	Najaluai	Chaliew Kannika
10	Namyuen	Reungyot Petsook
11	Boontarik	Wanpen Taotoa
12	Piboon Mangsahan	Atchara Wongyai
13	Posai	Pongsawat Kuanchaiyapoom
14	Muang Samsib	Kantamalee Wongsasai
15	Warin Chamrab	Wichien Sooppaluck

Group of 30 specialists (Continue)

No.	District/Province	Specialist
16	Srimuangmai	Boonpeng Na-Ubon
17	Samrong	Charin Theeratan
18	Sirintorn	Apichart Sripa
19	Donmoddang	Sittipong Chaprawang
20	Nayear	Morakod Kreusing
21	Toongsri U-dom	Jintana Dokput
22	Laoseukok	Kunatip Yootthaisong
23	Natarn	Somsri Keawpanya
24	Sawangweerawong	Kowit Tammawat
25	Namkhoon	Suriporn Kunirat
26	Ubon Ratchathani	Pramook Boobpawan
27	Ubon Ratchathani	Paiboon Janram
28	Ubon Ratchathani	Paiboon Permpoon
29	Ubon Ratchathani	Sorasak Kamoottachart
30	Ubon Ratchathani	Somchai Supakarn

APPENDIX B

Assessment Form

Appendix B

Assessment Form for Testing Items of Investigating Form for the Index of Congruence

Title: Role of Paradigm-Shifted Teachers in an Education Reform Age

Note: Please consider if each of these items is congruent to the objectives of the study or not.

Check a / in the blank; 1 Congruent 0 No Idea -1 Incongruent

Question facets	Items	Congruent			Additional notice
		1	0	-1	
Section 1 General information	1. Gender ( ) Male ( ) Female				
	2. Rank ( ) Ajarn 1( ) Ajarn 2 ( ) Ajarn 3 ( ) Others…				
	3. Degree holder ( )Lower than bachelor degree ( )Bachelor or the equivalent ( )Higher than bachelor				
	4. Length of teaching experience ( )Less than 5 years ( )5-10 years ( )More than 10 years				
	5. The experience of training in learning reform ( ) Not at all ( )Yes ...identify the organization..				
	6. Level of students in acedamic year 2002 ( ) Grade……				
	7. Content of teaching in acedamic year 2002 ( ) All ( ) One or more (identify)				

Question facets	Items	Congruent			Additional notice
		1	0	-1	
	( )Thai ( )Maths ( )Science ( )Health and Physical Education ( )Foreign Language ( ) Arts ( )Social, Religion and Culture ( )Occupation and Technology				
Section 2 Expected characteristics of paradigm-shifted teachers	Knowledge:				
	1. Planning a learning process				
	1.1 Course analysis				
	1.2 Students analysis				
	1.3 Community analysis				
	1.4 Ability of institution analysis				
	2.Activities design				
	2.1 Lesson plan				
	2.2 Integration				
	3. Learning manipulation				
	4. Providing and using materials, technology and resources				
	5. Test, evaluation and report				
	5.1 Designing and using instruments				
	5.2 Identifying aims of developing students' proficiency				
	5.3 Classroom action research				
	5.4 Reporting the results of teaching				
	Competency:				
	1. Planning a learning process				
	1.1 Course analysis				
	1.2 Students analysis				

Question facets	Items	Congruent			Additional notice
		1	0	-1	
	1.3 Community analysis				
	1.4 Ability of institution analysis				
	2.Activities design				
	2.1 Lesson plan				
	2.2 Integration				
	3. Learning manipulation				
	4. Providing and using materials, technology and resources				
	5. Test, evaluation and report				
	5.1 Designing and using instruments				
	5.2 Identifying aims of developing students' proficiency				
	5.3 Classroom action research				
	5.4 Reporting the results of teaching				
	Skills:				
	1. Planning a learning process				
	1.1 Course analysis				
	1.2 Students analysis				
	1.3 Community analysis				
	1.4 Ability of institution analysis				
	2.Activities design				
	2.1 Lesson plan				
	2.1.1 Learning facilitation				
	2.1.2 Test and evaluation				
	2.1.3 Application				

Question facets	Items	Congruent			Additional notice
		1	0	-1	
	2.2 Integration				
	3. Learning manipulation				
	4. Providing and using materials, technology and resources				
	5. Test, evaluation and report				
	5.1 Designing and using instruments				
	5.2 Identifying aims of developing students' proficiency				
	5.3 Classroom action research				
	5.4 Reporting the results of teaching				
Section 3 Comments and others	Open-ended question				

APPENDIX C

Investigating Form

Appendix C

Investigating Form for Expected Characteristics of Paradigm-Shifted Teachers in Primary Schools that Use Basic Education Curriculum of B.E. 2544 (2001) under the Jurisdiction of the Office of Ubon Ratchathani Provincial Primary Education

Note: This paper is to investigate characteristics of paradigm-shifted teachers in Primary Schools that use Basic Education Curriculum of B.E. 2544 (2001) under the jurisdiction of the Office of Ubon Ratchathani Provincial Primary Education.

It is divided to three sections; general information, expected characteristics of paradigm-shifted teachers, and comments / others.

Section 1 General information

Pleases inform real information of each subject teacher.

Check a / in a ☐.

1. Gender ☐ Male ☐ Female
2. Rank ☐ Ajarn 1 ☐ Ajarn 2 ☐ Ajarn 3
3. Degree holder
   ☐ Lower than bachelor ☐ Bachelor ☐ Higher than bachelor
4. Length of teaching experience
   ☐ Less than 5 years ☐ 5-10 years ☐ More than 10 years
5. The experience of training in learning reform
   ☐ Not at all ☐ Yes (identify)
6. Grade level of students
   ☐ Grade 1 ☐ Grade 4 ☐ Grade 7
7. Content of teaching in academic year 2002
   ☐ All ☐ One or more (identify)
   ☐ Thai ☐ Mathematics ☐ Science ☐ Arts
   ☐ Healthy and Physical Education ☐ Foreign Language
   ☐ Social, Religion and Culture ☐ Occupation and Technology

Section 2 Expected characteristics of paradigm-shifted teachers

No.	Items	Level of decision				
		1	2	3	4	5
	Knowledge:					
1	Planning a learning process					
	1.1 Course analysis					
	1.2 Students analysis					
	1.3 Community analysis					
	1.4 Ability of institution analysis					
2	Activities design					
	2.1 Lesson plan					
	2.2 Integration					
3	Learning manipulation					
4	Providing and using materials, technology and resources					
5	Test, evaluation and report					
	5.1 Designing and using instruments					
	5.2 Identifying aims of developing students' proficiency					
	5.3 Classroom action research					
	5.4 Reporting the results of teaching					
	Competency:					
1	Planning a learning process					
	1.1 Course analysis					
	1.2 Students analysis					
	1.3 Community analysis					
	1.4 Ability of institution analysis					
2	Activities design					
	2.1 Lesson plan					
	2.2 Integration					

No.	Items	Level of decision				
		1	2	3	4	5
3	Learning manipulation					
4	Providing and using materials, technology and resources					
5	Test, evaluation and report					
	5.1 Designing and using instruments					
	5.2 Identifying aims of developing students' proficiency					
	5.3 Classroom action research					
	5.4 Reporting the results of teaching					
	Skill:					
1	Planning a learning process					
	1.1 Course analysis					
	1.2 Students analysis					
	1.3 Community analysis					
	1.4 Ability of institution analysis					
2	Activities design					
	2.1 Lesson plan					
	2.1.1 Learning facilitation					
	2.1.2 Test and evaluation					
	2.1.3 Application					
	2.2 Integration					
3	Learning manipulation					
4	Providing and using materials, technology and resources					

No.	Items	Level of decision				
		1	2	3	4	5
5	5. Test, evaluation and report					
	5.1 Designing and using instruments					
	5.2 Identifying aims of developing students' proficiency					
	5.3 Classroom action research					
	5.4 Reporting the results of teaching					

Section 3 Comments / others .....

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APPENDIX D

Evaluation Criteria Description

Evaluation Criteria Description

The objectives of this investigation are, firstly, to do a trial of the instrument that is the result of the controversial of the experts under the framework of the reform of learning process document number 60 "The Expected Competencies of the Paradigm-shifted Teachers" and, secondly, to identify the dimensions of education in terms of knowledge, competency, and skill. For each dimension, there are five educational components; planning a learning process, designing activities, learning manipulation, providing and using materials technology and resources, and test, evaluation and report. The evaluation criteria that is used to check the quality of learning process of primary school teachers, under the 2001 basic education curriculum, is identified. The procedures are as follows:

1. The targeted teachers are in the primary schools 1- 3 persons from grade 1, 1- 3 persons from grade 4, and 1-4 persons from grade 7.

2. The expected characteristics of the targeted teachers are checked based on an individual component by interviewing, and studying from documents or tracing from past instruction activities.

3. The results of the investigation and the additional suggestions are considered under the given evaluation criteria in order to set the level of quality of the expected characteristics of the paradigm-shifted teachers aspect by aspect.

4. Record the results in the form of expected competencies of the paradigm-shifted teachers in order to identify the competency in each component.

Knowledge Components

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Planning a learning process		
1. Course analysis		
1.1 Curriculum philosophy	Level 5=cover 5 items Level 4=cover 4 items Level 3=cover 3 items Level 2=cover 2 items Level 1=cover less than 2 items	
1.2 Curriculum structure		
1.3 Standard Benchmark		
1.4 Subject description		
1.5 Learning unit		
2. Students analysis		
2.1 Knowledge, competencies, and learning styles		
2.2 The quality of the Students analysis equipment		
2.3 The learners inspection and screening		
2.4 The management of learners personal information		
2.5 The potential development and the learning plan exploitation that are extracted from Students analysis		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
3. Community analysis		
3.1 The state of needs, problems, and developing trend		
3.2 Community analysis procedure		
3.3 The design and exploitation of community analysis equipment		
3.4 The learning plan exploitation of the analysis		
3.5 The continuity of the supervision		
4. Ability of institution analysis		
4.1 Study the state of needs, problems, and developing trend		
4.2 The procedure of school potential analysis		
4.3 The information presentation and interpretation		
4.4 The school development plan on the basis of the study		
4.5 The participation of school staff		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Designing activities		
1. Lesson plan		
1.1 Information and technological learning resources		
1.2 Learning theory, psychological theory, and innovative learning manipulation		
1.3 Learning unit and sub-content designing		
1.4 Approaches, techniques, learning activities design, and the nature of subject		
1.5 Various styles of measurement and evaluation		
2. Integration		
2.1 The knowledge of theory and principle of integration		
2.2 Integration of learning manipulation		
2.3 Integration of standards, contents, expected outcomes, and learning unit		
2.4 The patterns of learning integration		
2.5 Integration of various types of measurement and evaluation		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Learning manipulation		
1. Brain development, the underpinned activities for brain operation, Emotion quotient (EQ), multiple intelligence		
2. Learning psychology, Development psychology, Reinforcement theory		
3. Community information, local wisdom and local resources		
4. Techniques, specific manipulation from empirical instruction		
5. Constructivism		
Providing and using materials, technology and resources		
1. Media designing and specification, introduction to media, the production, the provision, and the development of media and learning resources		
2. The media application to contents and learning activities, the media maintenance		
3. Evaluation equipment construction, the evaluation of media and learning resources application		
4. The approaches of learners' participation in designing, producing, providing, and developing media, and how to use media and learning resources		
5. The distribution of media and learning resources presentation techniques		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Test, evaluation and report		
1. Designing and using instruments		
1.1 Identify learning objectives and expected outcomes		
1.2 Learners' potential analysis		
1.3 Measurement and evaluation principles		
1.4 The construction and exploitation of measurement and evaluation equipment		
1.5 The quality identification of measurement and evaluation equipment		
2. Identifying aims of developing students proficiency		
2.1 Learners competencies analysis		
2.2 Learners genuine competencies interpretation		
2.3 Setting the level of learners development		
2.4 Information presentation/information interpretation		
2.5 The use of evaluation results to learners development		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
3. Classroom action research		
3.1 Steps of classroom research		
3.2 The construction and development of research equipment		
3.3 Data collection/data analysis/ data processing		
3.4 The reporting of the research		
3.5 The distribution and exploitation of research to develop learners		
4. Reporting the results of teaching		
4.1 The pattern and method of the report		
4.2 The various techniques and methods of the report		
4.3 The inspection and supervision of learning manipulation		
4.4 Suggestions and approaches of learners development		
4.5 The targeted group of manipulation report		

Competency Components

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Planning a learning process		
1. Course analysis		
1.1 Explain the relationship of basic education curriculum, school charter, school curriculum, and contents.	Level 5=cover 5 items Level 4=cover 4 items Level 3=cover 3 items Level 2=cover 2 items Level 1=cover less than 2 items	
1.2 Contents are identified from standard benchmarks and school vision		
1.3 Explain the relationship of standard curriculum, standard benchmarks, and expected outcomes		
1.4 The expected outcomes are identified		
1.5 The course description and learning unit are constructed.		
2. Students analysis		
2.1 Produce or provide data collection of learners information		
2.2 Collect and study learners by using various kinds of equipment and approaches		
2.3 Identify problems, causes of the problems, needs, and learning styles		
2.4 Individual information is constructed and presented		
2.5 Personal and group status are explained by using specific information		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
3. Community analysis		
3.1 Produce or provide data collection equipment		
3.2 Collect and study the information by using various approaches		
3.3 Identify the present status, problems, needs, and the trends of development		
3.4 Construct and present the information that describe the community		
3.5 Exploit the community to be a learning resource		
4. Ability of institution analysis		
4.1 Identify the dominant of the education institute		
4.2 Identify the limitation of the education institute		
4.3 Learning development by using the links of learners, community, and school		
4.4 Set the education institute as the educational service center		
4.5 The cooperation competency with other organization		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Designing activities		
1. Lesson plan		
1.1 The results of Students analysis, Course analysis, community analysis are applied to gain the development area regarding to learning objectives, the expected outcomes that are relevant to learners and community		
1.2 Sub-contents and learning activities are appropriately considered.		
1.3 Various learning activities are produced, provided, or specified on the basis of the relevant potential of learners		
1.4 Various measurement and evaluation approaches are appropriately considered.		
1.5 Learning activities plan that are relevant to learners potential is written		
2. Integration		
2.1 The learning unit is in integrative design		
2.2 The learning activities are integrated. (Linked contents, variety of measurement and evaluation are integrated)		
2.3 Learning activities are cooperatively planed with learners, colleagues, parents, and others.		
2.4 Learning instruction plan is written in integrative style		
2.5 Integrative learning activities are presented		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Learning manipulation		
1. The activities that are relevant to learners competencies and learning styles are presented	Level 5 Cover 13 items Level 4 Cover 10-12 items Level 3 Cover 8-9 items Level 2 Cover 6-7 items Level 1 Cover 5 items down	
2. The activities are appropriately adapted to suit the individual situation for learners		
3. Links between activities and smooth		
4. Make good relationship and atmosphere for learners		
5. Give appropriate reinforcement to learners regarding to individual situation		
6. Set a learning situation that triggers empirical solving problem phenomena for learners		
7. Challenging questions are chosen to stimulate analysis thinking and self access learning		
8. Be endure and waiting for learners answers to summarize learners knowledge		
9. Participate in reviewing and fulfill learners knowledge in consistent sessions		
10. Take part in the learning activity as the director of the learning manipulation		
11. Examine and record important behaviors of teacher and learners, and the result of the pre and post learning activity		
12. Do the remedy or promotion activity immediately during the learning process		
13. Provide moral, ethnics, and expected requirement characteristics of learners during the learning process		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Providing and using materials, technology and resources		
1. Produce, provide, and develop technological media that relevant to contents, activity, and the nature of learners	Level 5 = 7 items Level 4 = 6 items Level 3 = 5 items Level 2 = 4 items Level 1 = 3 items down	
2. Provide learners and others the chance to participate in producing technological media		
3. Appropriately choose and use technological media and local learning resources		
4. Use the technological media and learning resources in learning manipulation appropriately		
5. Fix or maintain the media to be available all the time		
6. Evaluate, develop, adapt the technological media and evaluate the media operation		
7. Contribute and advertise the technological media and learning resources		
Test, evaluation and report		
1. Designing and using instruments		
1.1 Identify the learning outcomes. Consider the behaviors to be measured.		
1.2 Choose the appropriate measurements regarding to specific learning outcome		
1.3 Construct effective measurement and evaluation equipment		
1.4 Fluently operate the measurement and evaluation equipment		
1.5 Do the various measurement and evaluation approaches, focus on the participation of learners and equivalent		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
2. Identifying aims of developing students proficiency		
2.1 Learners competencies analysis		
2.2 Grouping learners proficiency level		
2.3 Specify the aim of learners development regarding to their level of proficiency		
2.4 Develop each learner according to his level of proficiency		
2.5 Evaluate learners development		
3. Classroom action research		
3.1 Identify the problem, the causes, and the needs to develop learners	Level 5 = 6 items Level 4 = 5 items Level 3 = 4 items Level 2 = 3 items Level 1 = 2 items down	
3.2 Provide, develop the innovation that develop learners regarding to problems and needs		
3.3 The ability to plan to exploit the learners development		
3.4 Collect data, analyze data to develop learners		
3.5 Summarize and report the classroom research		
3.6 Apply the classroom research result to develop learners		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
4. Reporting the results of teaching		
4.1 Set the patter and structure of the report		
4.2 Set the report to the relevant audience		
4.3 Provide the appropriate pattern of presentation of learning manipulation report		
4.4 Improve the learning manipulation report regarding to the proper pattern or approach		
4.5 Contribute the classroom research result to public		

Skill Components

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Planning a learning process		
1. Course analysis		
1.1 Designing, collecting, and analyzing data skill	Level 5 = cover 5 items Level 4 = cover 4 items Level 3 = cover 3 items Level 2 = cover 2 items Level 1 = cover less than 2 items	
1.2 Public relationship skill		
1.3 Writing skill		
1.4 Communicative skill		
1.5 Cohesive skill		
2. Students analysis		
2.1 Observation skill		
2.2 Designing, collecting, and processing data skill		
2.3 Consideration skill		
2.4 Writing skill		
2.5 Communicative skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
3. Community analysis		
3.1 Observation/interviewing skill		
3.2 Data collection skill		
3.3 Analyzing/processing skill		
3.4 Communicative skill		
3.5 Management skill		
4. Ability of institution analysis		
4.1 Data collection skill		
4.2 Writing skill		
4.3 Communicative skill		
4.4 Analysis skill		
4.5 Participatory skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Designing activities		
1. Lesson plan		
1.1 Learning manipulation		
1.1.1 Data searching skill		
1.1.2 Thinking process skill		
1.1.3 Participatory skill		
1.1.4 Posing question skill		
1.1.5 Problem solving skill		
1.2 Measurement and evaluation		
1.2.1 Evaluation equipment construction skill		
1.2.2 Data collection skill		
1.2.3 Data analysis skill		
1.2.4 Interpretation, translation, and summarization skill		
1.2.5 Writing and communication skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
1.3 Application (Exploitation)		
1.3.1 The production of media and technology skill		
1.3.2 The exploitation of media and technology skill		
1.3.3 Writing and communication skill		
1.3.4 Data application skill		
1.3.5 Cooperation and group processing skill		
2. Integration		
2.1 Analysis, synthesis, linking thinking skill		
2.2 Public relationship skill		
2.3 Group processing, participatory skill		
2.4 Management skill		
2.5 Communicative skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Learning manipulation		
1 The analyzing of the relevant of curriculum and learners competencies skill		
2 Critical thinking, planning, learning activities planning, knowledge searching, concept building, data collecting, data summarizing skill		
3 Cooperation and participatory skill		
4 Knowledge transfer, posing questions, and communication skill		
5 Extrovert and self-confident promotion skill		
Providing and using materials, technology and resources		
1 Exploration skill		
2 Choosing, producing, and providing media skill		
3 Media development skill		
4 Communicative skill		
5 Management skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
Test, evaluation and report		
1. Designing and using instruments		
1.1 Choosing the measurement and evaluation equipment that relevant to expected learning outcomes		
1.2 The measurement and evaluation equipment designing skill		
1.3 The operation of measurement and evaluation equipment skill		
1.4 The assessment of measurement and evaluation equipment skill		
1.5 The improvement and development of measurement and evaluation equipment		
2. Identifying aims of developing students proficiency		
2.1 The exploration and learners data collection skill		
2.2 The analyzing and setting the learners development approaches		
2.3 The learners competencies interpretation and translation		
2.4 The measurement and evaluation analysis skill		
2.5 Communicative skill		

Items	Quality Evaluation Criteria	The Outcomes or Additional Suggestions
3. Classroom action research		
3.1 The analyzing of learners development skill		
3.2 The innovative construction and development skill		
3.3 The observation, recording, interviewing, and posing questions skill		
3.4 The cooperation and group processing skill		
3.5 The evaluation, interpretation, translation, communication, and report of the involvers skill		
4. Reporting the results of teaching		
4.1 The analyzing of learners potential skill		
4.2 Writing a report skill		
4.3 Communicative skill		
4.4 Presentation skill		
4.5 Public relation skill		

VITAE

NAME	Mr. Pramook Boobpawan
DATE OF BIRTH	December 4, 1952
PLACE OF BIRTH	Ubon Ratchathani, Thailand
INSTITUTION ATTENDED	Bachelor of Arts (Education)
	Srinakarinwirot University, Mahasarakham
CAREER	Teacher
	9 years in primary school
	8 years in Trakarnputpon District
	1 year in Muang Ubon District
	Educational Supervisor
	25 years in basic education
	21 years in Muang Ubon District
	4 years in Ubon Ratchathani Province
SPECIAL ATTENTION	Computer
	Office programs
	MS. Word
	MS. Excel
	MS. PowerPoint
	Internet