The Development of Teacher and Educational Personnel Promotional Assessment Framework in Thailand

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ABSTRACT

The main purpose of this paper is to present a per-formance evaluation framework for teacher and edu-cational personnel in Thailand. Based on the re-search funded by Office of the Teacher Civil Service and Educational Personnel Commission, it is aimed primarily to study the model of academic standing assessment of teacher civil service and educational personnel and to develop criteria and methods for the four tracks of personnel in Thailand, including teaching, educational institution administration, educational administration, and educational super-vision. Various methods in gathering data for the study were employed, including 1) documentary re-search of four different countries, such as United States of America, England, Singapore and HongKong; 2) site visits to the government agencies re-sponsible for educational assessment and develop-ment and schools in Hong Kong and Singapore; 3) in-depth interviews with Executives in Ministry of Education and a number of stakeholders who had requested for the promotional assessment from all four career tracks; 4) focus group method among experts in the field; and 5) public hearing opened to all stakeholders in teaching careers was also orga-nized to gather comments and suggestions and fine-tune the proposed framework prior to submission to the Office of the Teacher Civil Service and Educa-tional Personnel Commission for further application in the future.

KEYWORDS: Performance evaluation, Promotional

Assessment Framework, Academic ranking assess-ment of teacher in Thailand

INTRODUCTION

The assessment for the academic promotion of govern-ment teachers and educational personnel was first intro-duced in 2004. The Teacher and Educational Personnel Act of 2004 was later amended in 2008 has authorized the Office of the Teacher Civil Service and Educational Person-nel Commission (OTEPC) to design the academic standing promotional assessment framework for Thai government teachers and educational personnel. As it was initially planned, there are four categories of teachers and educa-tional personnel in Thailand, comprising teacher, adminis-trator of educational institution, educational administrator, and educational supervisor. Personnel in each category can submit request to be assessed for the academic promotion into higher academic standing as stated in Section 39 of the 2004 Act. They are as follows: A. Teachers to be accredited as;

1) Professional;

2) Senior Professional;

3) Expert;

4) Senior Expert;

B. Administrators ofEducation Institution to be accredited ;

1) Professional Deputy Director;

2) Senior Professional Deputy Director;

3) Expert Deputy Director;

4) Professional Director;

5) Senior Professional Director;

6) Expert Director;

7) Senior Expert Director;

C. Education Administrators to be accredited

having;

1) Senior Professional Deputy Director of the Office of Education service area;

2) Expert Deputy Director of the Office of Education service area;

3) Expert Director of the Office of Education service area;

4) Senior Director of the Office of Education

service area;

D. Educational Supervisors to be accredited;

1) Professional Educational Supervisors;

2) Senior Professional Educational Supervisors;

3) Expert Educational Supervisors;

4) Senior Professional Educational Supervisors;

The law also applies academic standing of

Lecturer, Assistance Professor, Associate Professor and Professor to government teachers and educa-tional personnel. However, this accreditation has not been promoted so far.

For the past year, a number of changes and improvements have been done in the Act by various circular notices or letters issued by OTEPC. The first significant change was spelled out in the circular letter by OTEPC on December 29, 2005, letter no. SorTor 0206.3/Vor25. It has been implemented for five years; minor changes have been amended for several times until three year ago. In 2009, another circular letter has been issued by OTEPC on September 30, 2009, letter no. SorTor 0206.4/Vor17 to revise the assessment framework. However, as it has been reviewed in this study, the two circular letters are not substan-tially different. It is the old framework in the new bottle. Only minor changes in wording and lan-guages are found in the two circular notices. There are three dimensions or areas to be evaluated by the assessing committee: 1) Profession Code of Ethics, 2) The quality of performance, and 3)

Research work or performance from job responsi-bility.

The last important circular letter that has been

issued recently is found in letter no. SorTor 0206.3/Vor5 dated April 12, 2009. It is specifically designed to serve those government teachers and educational personnel in remote and distance areas and especially those who have contributed to the community and society to earn the distinguished award for serving the society as a whole.

Ever since the Act has been implemented with number of changes in the laws, various complaints have been found from the assessors, the applicants who request for the assessment, and OTEPC who oversights the assessment process. This study is, therefore, the attempt to gather all serious issues that might arise from this Act and the process of the evaluation in order to propose a new systematic

framework that is more flexible, answers the needs of all stakeholders involved, and at the same time maintains the quality and the integrity of the assessment process.

PURPOSE OF THE STUDY

This study has two main objectives:

1) To study the model of academic ranking assess-ment of teacher civil service and educational personnel and

2) To develop criteria and methods for the four

tracks of personnel in Thailand, including teaching, school administration, educational administration, and educational supervision

METHODS OF THE STUDY

This is a qualitative research in nature. Varieties of methods in gathering data for the study were employed, including:-

1) First, documentary research of four different countries, such as United States of America, England, Singapore and Hong Kong was re-viewed;

2) Second, site visits to the government agencies responsible for educational assessment and development and schools in Hong Kong and Singapore were arranged during August, 2011;

3) Third, in-depth interviews with Executives in Ministry of Education and a number of stake-holders who had requested for the promotional assessment from all four career tracks were collected prior to the draft of the assessment framework;

4) Fourth, a draft of the proposed assessment framework was presented to group discussion. Focus group method among experts in the field was conducted on March 8, 2012; and

5) Last, a public hearing, with the coordination of the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC), opened to all stakeholders in teaching careers was also organized on April 2, 2012 to gather comments and suggestions and fine-tune the proposed framework. The proposed assessment framework was then refined prior to submission to the OTEPC for approval in June, 2012.

BASIS OF ANALYSIS

Learning practices and experiences from different countries was the main method of data collection in this research. The acclaimed "best practice method or BPM" employed was an inductive research method of choice for postbureaucratic theorist, advocating customer-driven, results-oriented, value-focused, entrepreneurial, flexible, etc. and all that from New Public Management (NPM) idea (Overman and Boyd, 1994: 67-83). The new paradigm of doing research from "practice-to-principles" focuses primarily on being pragmatic, practice driven, prescriptive, commercial, user friendly, and innovative (Overman and Boyd, 1994: 67-83). In Human Resource Management research, the increasing interests in studying international HRM practices is becoming a trend of global market merger and alliance joint-venture for competitive advantage in the business (Geringer, J. Michael, Frayne, Colette A., and Milliman, John F., 2002).

What does the term "best practice" mean in doing contemporary research? The best practice is defined to have certain three important character-istics of a comparative process of comparable cases,

an action, and the linkages between action and outcome or goal (Bretschneider, Stuart, Marc-Aurele Jr., Frederick J., and Wu, Jiannan, 2005).

The BPM would definitely have disadvantages in finding the "best fit" practices to compare across international countries. Also, the search for causal relationships between action and outcome insti-tutes in the ability of the researcher since no statistics and hypothesis testing are employed like most mainstream positivist research.

How "best practices" were defined is very critical in this type of research. In the selection of the best practices in this inquiry, the author had hand-in-hand picked the countries with the agency, or "client" in the NPM's idea, because the recipient or the user would know best who is the best in the "market". The cases of United States of America and England were chosen for the important reason that they have been role model to Thai bureau-cracy, Thai Public Administration in particular, and they have provided educational foundation system in the country from the beginning. It is either American or British system. For the cases of Singapore and Hong Kong, they were selected on two merits of being neighboring countries to Thailand and the most developed and advanced

Asian countries in education. From the inquiry, these two Asian countries, especially Singapore, were studied and applied to the U.S. assessment framework in the past.

However, there are numbers of challenges for using BPM that the author was aware for. For instance, there was the issue of comparability of the cases or system of teacher personnel and the assessment foundation, not to mention the differ-ences in administrative system, political, social, and cultural contexts (Bretschneider, Stuart, Marc-Aurele Jr, Frederick J., and Wu, Jiannan, 2005: 309-311; Overman and Boyd, 1994: 76-78). What have been done in those countries cannot be copied and repeated in Thailand. "What work there may not work here." The difficulty of study also aroused from the completeness of the cases or the question of accumulation of practice wisdom (Bretschneider, Stuart, Marc-Aurele Jr, Frederick J., and Wu, Jiannan, 2005: 311; Overman and Boyd, 1994: 77; Geringer, J. Michael, Frayne, Colette A., and Milliman, John F., 2002: 6). It all depends on the insight and experience of the researcher who is the main person to observe, investigate, interview, translate, interpret, and describe all possible details and those who are willing to provide information.

However, during the site-visits to Singapore and Hong Kong, the author requested for official documents and other related information as much as possible.

A CASE OF UNITED STATES OF AMERICA

In case of U.S.[1], the National Board for Profes-sional Teaching Standards (NBPTS) was established in 1987 as part of the educational reform effort to by developing nationally professional standards of teaching. Working independently, NBPTS provides quality certification to teachers who meet those standards. The aims are to advocate excellence in teaching and advance student learning, to volun-tarily certify accomplished teachers, and to create professionalism in teaching comparable to other professions.

The criteria for evaluating the accomplishment of teachers are based on performance in five dimensions:- 1) responsible to students and their learning, 2) knowledgeable in the subjects taught, 3) able to manage and follow-up on students' learning progress, 4) able to systematically think, work, and learning, and 5) continuous learning or learn to be part of learning community. That is to say that the assessment philosophy of the Ameri-can system is to ensure the linkages between the teachers' performance and the learning progress of students. The accomplished teachers who are certified by the national board must be capable of transferring the knowledge acquired to students as promoted by

the "No Child Left Behind (NCLB)" policy.

In the assessment framework, there are 4 steps to be taken by the schools to maximize teachers' growth and student learning:- 1) develop assessment system and supports, 2) train teachers and implement the system, 3) follow-up and evaluate the implementation by allowing them to partici-pate in the process of pre-between-and post obser-vation, and finally 4) provide support to develop excellence in teaching and learning.

Various assessment tools as identified by National Comprehensive Center for Teacher Quality (2009: 8-15; NBPTS, 2011) include a combination of classroom observation, Classroom artifacts, Portfolio, self-assessment, and students' evaluations.

It is important to note that the aforementioned framework by NBPTS is a broad guideline for each state to flexibly apply to its particular structure and context. The Virginia State, for instance, the Virginia Department of Education would have developed its standard teaching and learning assessment system and supports as provided in the Education Accountability and Quality Enhance-ment Act, supervised by the Advisory Committee (Division of Teacher Education and Licensure, 2000: 6). The evaluation covers five areas: - 1) teaching and evaluation plan, 2) leading in teach-ing or instructional leadership, 3) safety and organi-zational management for learning, 4) communica-tion and community relations, and 5) professional-ism. On the other hand, the schools in Chicago have to be evaluated in 7 steps, comprising of preparation stage, goal-setting stage, standard assessment development stage, analysis of evalua-tion results stage, teaching adjustment stage, impact follow-up stage, and the implement to create desire impacts (Chicago Public Schools, 2010:11-43). Each stage would require a number of tools to collect data, analyze, and implement.

A CASE OF ENGLAND

As for the case of England, there are two types of teachers: qualified teachers and unqualified teachers. The former refers to 1) administrative teachers like head teacher, deputy head teacher, and assistant head teacher and 2) teaching person-nel such as advanced teacher and classroom teacher. The latter refers to part-time teachers with short term employment via special hiring. Like U.S., a central agency was created to be responsible for developing standard framework and support system. It is called General Teaching Council for England (GTCE) based on Teaching and Higher Education Act 1998, amended to Education Act 2002. Its authorities are quite similar to NBPTS's in annually report to the Secretary of State on the Code of Conduct and Practice for Registered Teachers to ensure teaching standard for teachers' growth and students' learning.

Based on performance management philosophy of the Code of Conduct and Practice, all teachers, careered teachers would be evaluated differently according to its five career tracks initiated by Training and Development Agency for Schools

(TDA) in 2007:- Qualified Teacher Status (QTS)/(Q), Teachers on the main scale (Core)/(C), Teach-ers on the upper pay scale (Post Threshold Teach-ers)/(P), Excellent Teachers (E), Advanced Skills Teachers (ASTs)/(A). Each track will be evaluated in three dimensions at different degrees depending on the advancement: 1) teacher's qualifications, 2) knowledge and understandings of teacher profes-sion, and 3) teachers' skills in lesson planning, teaching, evaluating, following-up, and providing feedback, learning plan adjustment, creating new ideas, etc.

Unlike the U.S., only a few kinds of evaluations are applied in the assessment process, for example, annual review of jointly planned activities from both the assessors and the candidate being re-viewed, performance review (teachers' notes) compared to the standards and conditions stated in the School Teachers' Pay and Conditions Docu-ment (STPCD) 2007.

A CASE OF SINGAPORE

In case of Singapore, education is main author-ity of Ministry of Education Singapore under the litigation of the Compulsory Education Act 2000. It is the government policy on education that all schools must have three distinguished elements of Meritocracy, Bilingualism or Mother Tongue Policy (English is the first language, the second language can be Chinese, Malay, or Tamil), and Financial Assistance scheme for low income family (Ministry of Education Singapore, 2011). There are three career tracks in teaching profession:- Teaching Track, 2) Leadership Track, and 3) Senior Specialist Track.

In comparison to other countries studied, Singapore government has invested financial resources to teachers. Teachers are considered critical, crucial, and special essence in learning and growth of students. They are rewarded with the highest pay in the country. The ratio between students and teacher will be as low as possible, approximately 16.9 per one teacher.

The Enhanced Performance Management System (EPMS) was first instituted in 2003 and later applied to all personnel in 2005. The evalua-tion system is developed and based on concept of competency, working from the bottom-up and in response to the needs of both teachers and stu-dents combined. For instance, Ngee Ann Polytechnic applies three-prong competency approach, covering Strategic Competencies – Goals, Domain Competencies – Job Roles, Core Competencies – Values. Each career track would have different set of competencies accordingly. The purposes of the EPMS are to motivate teachers to continuously self-development and performance improvements (OECD, 2009: 36-37). In the evaluation process, the assessors and the candidate work together side-by-side on the performance plan from the start to finish. Teachers will be evaluated on different aspects of their academic capabilities and students' development, teaching innovation, career develop-ment initiatives, and relationships with community and parents (Stewart, 2011). There are three phases of evaluation:- 1) performance planning, 2) coaching, and 3) performance evaluation. High performance results (from A to E) will be highly recognized, motivated, and rewarded with special bonus. Sometimes the special bonus may be as high as 30 percent of the highest salary pay. Other in-kind forms of rewards and recognitions include Academic Awards, Staff Excellence Awards, and GEM or "Go-the-Extra Mile"Awards. Three respect-able tools are applied in the assessment, specifically, annual formal review of goals and objectives, informal review, and results from using Currently Estimated Potential (CEP). Among other things, teachers' development scheme, called TEACH, is also created to strengthen and support the ad-vancement of teachers in every aspects. The term stands for Teacher professionalism, Engagement, Aspirations, Career, and Harmony between work life and personal life, reflecting strong philosophy and dedications in teaching profession.

A CASE OF HONG KONG

The last case study under investigation in this paper is Hong Kong. The education system has been reforms several times since its independence from the colonization of British's rule. Current educational system was finally settled in 2009-2010. The Reform Proposal for the Education System in Hong Kong outlined the educational policies based on the principles of Student-focused, No-loser, Quality, Life-wide learning, Society-wide mobilization in pursuing full potential of life-long developments in all areas of ethics, intellect, physique, social skills, aesthetics. Like Singapore, teaching career is high respected and rewarded with high pay and benefits. Financial resources were allocated to help improve and develop teacher personnel in language learning and information technology capability. To be able to find the link to Mainland China and the connection to the world, Chinese (Putonghua) and English Extensive Reading Schemes under the tri-language policy, and Right

Technology at the Right Time for the Right Task policy were introduced at all levels of education.

Over HK$1,000 was invested in Language Fund to use English and Putonghua Chinese at primary and secondary levels.

In terms of the assessment, the Education Bureau issued the Teacher Competencies Frame-work (TCF), like Singapore, for all teacher person-nel and Continuing Professional Development (CPD) under the supervision of Advisory Commit-tee on Teacher Education and Qualifications (ACTEQ) (Education Bureau, April 13, 2011). TCF provides basis for the evaluation of three career tracks (expert track, leadership track, and executive track), comprising of four dimensions of competen-cies (Teaching and Learning, Student Development, School Development, and Professional Relationships and Services). TCF is also used throughout teachers' career as a basis for their career development, climbing up the ladder to becoming excellence. In the educational develop-ment process, all four effected parties such as teacher, school leaders, teacher education institu-tions, and government, will cooperatively work together on individual development plans for teachers. The Hong Kong Examinations and Assessment Authority (HKEAA) and Education Bureau will evaluate their language proficiencies, both English and Putonghua, every year by using oral exam and test. They need to get scores of 2.5-3.0 of English language proficiency in all five skills of reading, speaking, listening, writing, and in-class teaching; while a minimum of level 3 is required to pass Putonghua proficiency skills of listening, speaking, and in-class teaching (Education Bureau, July 8, 2011, July 26, 2011). To support beginning teachers to start their career smoothly and fruit-fully, an Induction System was introduced by ACTEQ. Each would be assigned a "mentor" who would provide him/her with integrated profes-sional guidance through his/her career in four areas:- personal, instructional, operational, profes-sional. Mentor would also share knowledge and experience, give him/her feedback on his/her performance, and help revise the development plan. Seven different assessment tools are em-ployed in the process, specifically, Personal Particu-lars, Interim and Final Reviews on Quantitative Evidence, Interim and Final Reviews on Individual Domains, Personal Statement on Philosophy of Education, Professional Development Activities, and Reflective Journal on Teaching, Learning and Assessment, Case Study on Student Development.

Table 1 below summarizes all the main charac-teristics of teachers' assessment system from four countries in the study. Each has its own unique system and support that fits teacher personnel, social, political, and cultural contexts. In case of Thailand, next, the author attempts to develop the assessment framework that keeps up with the changing environments of the country,

TABLE 1. SUMMARY OF TEACHERS' ASSESSMENT FRAMEWORK IN DIFFERENT COUNTRIES

ITEMS	UNITED STATES OF AMERICA	ENGLAND	SINGAPORE	HONG KONG
Teacher personnel	1. Teachers 2. Administrators: principals, assistant principals, and supervisors 3. Division superintendent	1. Qualified teachers 2. Unqualified teachers	Five career 1. Qualified Teacher Status (QTS)/(Q) 2. Teachers on the main scale (Core)/(C) 3. Teachers on the upper pay scale (Post Threshold Teachers)/(P) 4. Excellent Teachers (E) 5. Advanced Skills Teachers (ASTs)/(A)	1. Instructional 2. Operational 3. Professional
Responsible Agencies	1. The National Board for Professional Teaching Standards (NBPTS) 2. National Comprehensive Center for Teacher Quality	General Teaching Council for England (GTCE)	Ministry of Education Singapore	1. Education Bureau 2. Examinations and Assessment Authority (HKEAA) and 3. Advisory Committee on Teacher Education and Qualifications (ACTEQ)
Assessment Framework	1. Responsible to students and their learning 2. Knowledgeable in the subjects taught 3. Able to manage and follow-up on students' learning progress 4. Able to systematically think, work, and learning 5. Continuous learning or learn to be part of learning community.	1. Teacher's qualifications, 2. Knowledge and understandings of teacher profession 3. Teachers' skills in lesson planning, teaching, evaluating, following-up, and providing feedback, learning plan adjustment, creating new ideas	The Enhanced Performance Management System (EPMS)	Teacher Competencies Framework (TCF) and Continuing Professional Development (CPD)
Basis of Assessment	Performance Management		Competency-based approach:- 1. Strategic Competencies — Goals, 2. Domain Competencies — Job Roles, 3. Core Competencies — Values	- Competency-based approach - English and Putonghua proficiencies
Assessment Tools	1. Classroom Observation 2. Classroom Artifacts 3. Portfolio: videos, teaching plans, examples of students' work, rewards, etc.	1. Annual review 2. Performance review compared to the standards and conditions stated in the School Teachers' Pay and Conditions Document (STPCD) 2007	1. Annual formal review of goals and objectives 2. Informal review 3. Results from using Currently Estimated Potential (CEP)	1. Personal Particulars 2. Interim and Final Reviews on Quantitative Evidence 3. Interim and Final Reviews on Individual Domains 4. Personal Statement on Philosophy of Education 5. Professional Development Activities, and Reflective Journal on Teaching 6. Learning and Assessment 7. Case Study on Student Development

Drawn from the aforementioned "best prac-tices" learned from selected countries, five prin-ciples that can be applied to Thai teacher person-nel were derived and utilized as foundations for proposing the assessment framework as follows:

1) Two-prongs of performance evaluations, includ-ing formative and summative evaluations prior to the promotion to higher academic rank

2) Performance-Based Evaluation linked to students' learning capabilities and performance

3) It is becoming a foundation principle for Hu-man Resources Management that a competency-

based approach should be applied through the process. In this study, competency-based evalua-tion of all four tracks of teacher and educational personnel are essentials to their development and maintain their proficiency of each rank.

4) To conserve the role model of ethical leader, code of conduct for certified teacher and educa-tional personnel required to be the "role model".

5) The emerging of ASEAN Economic Community in the year 2015 is the urgent government policy for future integration in the region in all three areas of security, economic cooperation, and cultural awareness.

RESULTS OF THE STUDY

Data and information gathered from the interviews with all stakeholders involved revealed serious issues in the assessment process currently employed by the OTEPC, call SorTor 0206.3/Vor 25, and later replaced by SorTor 0206.4/Vor17 with the supplement of SorTor 0206.4/Vor5. The issues are as follows:

1) Teachers are not familiar with the nature of academic research and have no experience of doing. According to most undergraduate cur-riculum in Thailand in the past, students are not required to take courses in research method-ology. However, the law as specified in SorTo 0206.3/Vor 25 and SorTor 0206.4/Vor17 demand them to submit one or two research work for the assessment. Their research work applied mainly quantitative approach using simple statistics that they have no knowledge of or skills in the design. Some would focus more on doing research work that would fulfill the requirements of the promotional assessment rather than improving teaching methods that help increase students' learning. As a result, teachers may be promoted to higher academic rank, but the students do not benefit from their promotions. The unfit between the teachers' promotion and students' learning are appar-ently clear. Worse of all, the students need to go tutorial schools to prepare for their future university entrance exams. Not to mention, there have been evident of plagiarism of re-search work submitted.

2) From the interview with those who had experiences in the assessment process from all four career tracks, certain issue also comes from the assessors themselves. In this particular case, both assessors and the applicants do not see eyes to eyes. Most assessors are those in high academic rank from well-known universities, who are very keen and experience in doing research, espe-cially quantitative research. What the assessors look for in the research work is not compre-hended by the applicants who have not been exposed to academic research. In various occa-sions, the work has to be redone and resubmit-ted by the applicants.

3) The issue of "plagiarism" is apparently wide-spread. A typical structure of research work requires researcher to review an extensive literature of the issue under study in order to develop a theoretical framework for the analy-sis. As mentioned earlier, the applicants are not familiar with this research procedure, they unintentionally "copy" the work of other re-search with minor changes in samples or case studies, from one school to another or from one area to another, etc. The problem is becoming more serious since they have no knowledge of committing a crime in doing their research.

4) Lastly, the problem is found in the law and regulations concerning the standard or mini-mum requirements/conditions required to maintain the promoted academic rank.
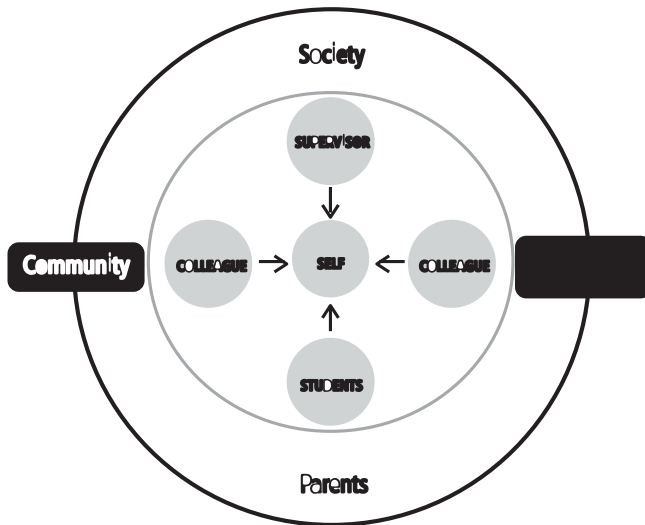
FIGURE 1: 360 DEGREE ASSESSMENT FRAMEWORK

RECOMMENDATIONS

Based on the information gathered from the document, in-depth interviews with all stakehold-ers and executives, focus group, site visits and pubic hearing, a 360 degree assessment framework is proposed for the evaluation of all teachers and educational personnel (Figure 1).

1) *Self*: The first degree of performance evaluation is from the applicants themselves to show which aspects of teaching or administrative work they have been developed and how.

2) *Students*: This is a 180 degree assessment from

the students. The second agent to provide feedback on teacher's performance is the students who would directly benefits from the

development of their teachers. The assessments can be implemented at the end of each semester or during the midterm exam to provide feed-back to teachers on teaching style and methods of delivering lessons. Teachers would then have chances to adjust their lesson plans that would respond to students' needs in different circum-stances.

3) *Colleagues*: A 90 degree assessment is from their colleagues who would reflect on the impact of their friends' development on others in the sense that while the applicants are focusing on pursuing their own advancements, burden of workload would not be placed on their friends and colleagues. Besides being able to improve their teaching skills and knowledge, teachers must be able to work with others as a team by transferring and sharing knowledge to their colleagues and learning to be coach or role model to others.

4) *Supervisors*: Supervisors is the most common agent to evaluate their own people to see to it whether they are responsible for the job at hand and progressing to the right directions.

5) *Community, Parents, and Teacher Associations*: These are the outer groups of people who would make certain that the knowledge, skills, and experiences acquired by the applicants would directly or indirectly influence or trigger to the community and society at large.

2) ASSESSMENT TOOLS

A number of tools or mechanisms that can be utilized by all parties involved in the evaluation process are as follows: a) Students' performance: the first evident is coming from the work of students such as their report card, scores, projects done in class either individual or group, etc.

b) Diary: most teachers would have daily teaching plan spelled out each semester. This evident is essential to proof the owner of their research work to guard against "academic crime" or the issue of copyright. It is considered the first source of ideas initiated by the teachers them-selves.

c) Teaching's achievement: refers to any innovation produced or created by teachers, supervi-sors, and administrators in solving problems arising from their responsibilities in teaching and administrative work.

d) Observation: teachers may need periodical supervisions from colleagues and their supervi-sors, or even parents, to ensure and upgrade the quality of teaching to the satisfied level.

 e) Co-planning: it is important the teachers and educational personnel at all levels are able to work as a team to share ideas, knowledge, skills, and experience learned from their own develop-ments. This is one way to give them stage or opportunities to learn among themselves and

from others. Team is more quintessential than a hero/heroine to help improve students in learning and the development of schools as a whole.

f) Key Performance Indicators: a minimum standard of content learned by the students before and after session should be monitored periodically by teachers and supervisors to compare how students progress.

g) Research plan: all teachers and educational personnel should have research plans in ad-vance, including plans for data collections of all documents and interviews to provide proof of originality of their own research.

h) Video: quite often video recording is used to monitor how teachers teach in class. It is also an evident to see how students react and respond to their teachers. Information is self-evident in monitoring students' learning behavior and progress without knowing that they are being watched. Also, it can be used to improve method of teaching later on. However, this tool requires special attention in practice. Students and teachers may be psychologically aware of their being monitored, real behavior may not be detected or recorded.

i) Test: it is quite common to use students' test results for the assessment. It is the most funda-mental tools in indicating how good their teachings are. Tests include National Test (NT), O-NET, and so on.

j) Oral exam: this measure is new to Thai society. It may open up the opportunity to those who are not so keen in producing written research work.

Those in vocational career may prefer to use this measure in presenting their new discoveries or innovations. However, this is the way to
explain and claim the owner of their work. That is to say it is, in a way, to prevent the problem of plagiarism.

3) RESULTS OR EXPECTATIONS FROM THE

EVALUATION

After all being done, what can be expected from this tedious process of assessment? The results of the assessment process are to provide benefits to various parties involved. They are as follows:
a) Firstly, the applicants will be promoted to higher academic rank with higher salary and pay for

academic rank, not to mention self develop-ment gained in the process.

b) Secondly, students would also gain directly and indirectly benefits from new and improve teachers, administrator and superintendents. Improvements in curriculum and methods of teaching are highly expected to come.

c) Thirdly, schools, friends, and colleagues would also have chances to learn, share, and dissemi-nate new knowledge and skills from the appli-cants.

d) Fourthly, the field of teaching and education would enjoy new creative ways of teaching and learning from teachers to students.

e) Lastly, it is hoped that teachers, community, and parents will have opportunities to come to understanding at the end.

4) CRITERIA AND METHODS As it is illustrated in the Act of 2004 (Amend-ment II, year 2008) on Teachers and Educational Personnel has classified into four career tracks: teacher, administrator of educational institution, educational administrator, and educational supervi-sor. Each track can progress to four different levels of academic standing: professional, senior profes-sional, expert, and senior expert. (Table 1)[2]

TABLE I: TEACHER AND EDUCATIONAL PERSONNEL AND ACADEMIC STANDING

POSITIONS / ACADEMIC STANDING	TEACHER	ADMINISTRATOR OF EDUCATIONAL INSTITUTION		EDUCATIONAL ADMINISTRATOR		EDUCATIONAL SUPERVISOR
		Deputy Director	Director	Deputy Director	Director	
Professional	✓	✓	✓	n/a*	n/a*	✓
Senior Professional	✓	✓	✓	✓	n/a*	✓
Expert	✓	✓	✓	✓	✓	✓
Senior Expert	✓	n/a*	✓	n/a*	✓	✓

Notice: * These particular academic standings are not available to these positions.

4.1) Qualifications

As specified by law, those who are eligible to apply for the promotional assessments are required to have the following experiences in previous positions and academic standing (Table 2).

TABLE 2: MINIMUM QUALIFICATIONS FOR TEACHER AND EDUCATIONAL PERSONNEL

POSITIONS / ACADEMIC STANDING	TEACHER	ADMINISTRATOR OF EDUCATIONAL INSTITUTION	EDUCATIONAL ADMINISTRATOR	EDUCATIONAL SUPERVISOR
Professional	- B.A.: 6 years experience in teaching position - M.A.: 4 years - Ph.D.: 2 years - Minimum required workload - 2 years of past teaching and development	-At least 2 years in Deputy Director position or 1 year in Director position - Minimum required full-time of school administration -2 years of past teaching and development	N/A	-at least 2 years in Educational Supervision position or equivalent - Minimum required full-time of educational supervision - 2 years of past educational supervision and development
Senior Professional	-At least one year in Professional Position - Minimum required workload - 2 years of past teaching and development	- Deputy Director: at least 1 year in Professional Deputy Director position - Director: at least 1 year in Professional Deputy Director position - Minimum required full-time of school administration -2 years of past teaching and development	- at least 1 year in Deputy Director of the Office of Educational Service Area position or equivalent - Minimum required full-time of the Office of educational service area administration -2 years of past teaching and development	-at least 1 years in Professional Educational Supervision position or equivalent - Minimum required full-time of educational supervision - 2 years of past educational supervision and development
Expert	-At least 3 years in Senior Professional Position or equivalent or 5 years in Professional Position or equivalent - Minimum required workload - 2 years of past teaching and development	- Deputy Director: 3 years in Senior Professional Deputy Director Position or equivalent or 5 years in Professional Deputy Director Standing or equivalent - Director: at least 3 years in Senior Professional Director Position or equivalent or 5 years in Professional Director Position or equivalent - Minimum required full-time of school administration -2 years of past teaching and development	- at least 3 years in Senior Professional Deputy Director of the Office of Educational Service Area position or equivalent or at least 1 year in Director of the Office of Educational Service Area position or equivalent - Minimum required full-time of the Office of Educational Service Area administration -2 years of past teaching and development	-at least 3 years in Senior Professional Educational Supervisor position or equivalent or at least 5 years in Professional Educational Supervision position or equivalent - Minimum required full-time of educational supervision - 2 years of past educational supervision and development
Senior Expert	-2 years in Expert Position or equivalent - Minimum required workload - 2 years of past teaching and development	-at least 2 years in Expert Director Standing or equivalent - Minimum required full-time of school administration -2 years of past teaching and development	-at least 2 years in Director of the Office of Educational Service Area position or equivalent - Minimum required full-time of the Office of Educational Service Area administration -2 years of past teaching and development	-at least 2 years in Expert Educational Supervision position or equivalent - Minimum required full-time of educational supervision - 2 years of past Educational Supervision and development

4.2) Criteria for the Promotional Assessment

To be promoted to higher academic standing, the applicants must pass in all three dimensions as follows:

1) Disciplines, Morality, Ethics, and Professional Code of Conduct (applied to all positions/all academic standings)

2) Knowledge and Skills

3) Performance

4.2.1) Disciplines, Morality, Ethics, and Professional Code of Conduct (applied to all positions/all academic standings)

This dimension set moral standard to all teach-ers and educational personnel. They have to be responsible to their professions and have duties to society, community, their career, and colleague. Being patient, industrious, honest, and politically neutral are principal to their good characters. Most important of all is to be good citizen under demo-cratic rule with the King the head of the State. In addition, they are expected to be role model in following the principle of self-sufficient economic principle. That is to that they know how to spend and save wisely and parsimoniously. Exploiting their positions and authority for their own inter-ests is legally prohibited.

Information required in this part can be obtained from various parties involved as mentioned above: self, students, colleagues, supervisor and rewards received from doing something good to their profession, community, and society.

4.2.2) <u>Knowledge and Skills</u>

From the data and information gathered from documents of other countries, interviews and site visits to Hong Kong and Singapore, I have learned that most countries, especially Hong Kong, United Stated of America, Singapore, the model for U.S., have applied competency system in their evaluation of teachers and educational personnel. All con-tracts will be renewed if they have met agreed upon activities, knowledge and skills every year or three years depending on the contract agreements. Therefore, a set of competencies for all four career tracks are as follows:

Teachers: Mainly responsible for teaching and the development of students. Five competencies areas are proposed: i. Teaching and Learning Development:

· Well-round knowledge of responsible subjects
· Various teaching methods

· Correct and up-to-date teaching plan in accord with changing society

· Ability to deliver lessons to students in simple and easy to understand manner

· Do and develop innovative media for learn-ing

ii. Development of students/learners:

· Test on students' development

· Students' development plan

· Psychological understanding and perceptive to students

· Interpolate integrity and ethics as part of lesson

· National Test results of their specialties, e.g.

O-NET (Ordinary National Educational Test)[3], General Aptitude Test (GAT), and (Professional and Academic Aptitude Test (PAT)[4], etc.

· Desired students' qualifications

iii. Work Development:

· Ability to work as a team with colleagues in planning lessons and evaluations

· Willing to share and exchange experiences

iv. Professional Development, Services to Commu-

nity and Society: · Continuous self-study towards achieving

international standards of teaching profes-sion

· Sharing knowledge with community

· Community services as part of lesson

v. Other Developments in languages and international communication towards ASEAN Economic Community and knowledge sharing:
English language skills and/or other languages that are essentials to special needs in particular areas.

Administrator of Educational Institution: Mainly responsible for the administration of schools or educational institution. Be able to strategically lead and plan for school development and have vision in pursuing academic excellence.

i. Teaching Administration:

· Teaching plan for all subjects

· Co-design extracurricular with responsible teachers towards students' development

· Co-design student-oriented extracurricular with responsible teachers

ii. School Administration:

· Knowledge of government policy in education

· Continuous self-study towards achieving international standards of teaching profession

· Resource management ability to promote efficient learning

· Quality assurance of educational institution

· Maintain good relationship with parents and community

iii. Professional Development, Services to Community and Society:

· Personal development activities

· Development of current body of knowledge

iv. Other Developments in languages and international communication towards ASEAN Economic Community and knowledge sharing: English language skills and/or other languages that are essentials to special needs in particular areas.

Educational Administrator: Mainly responsible for administration of education in the educational service area in Bangkok or other provinces.

i. Development of Educational Personnel: · Plan activities and training courses for teachers and educational personnel in the educational service area

· Promote harmony among teachers and educational personnel in the educational service area

· Build network among teachers and educational personnel in the educational service area

· Create and promote professional ethics among teachers and educational personnel in the educational service area

ii. School Administration and Development:

· Knowledge of government policy in education

· Continuous self-study towards achieving international standards of teaching profession

· Design student tests toward international level

· Resource management ability to promote efficient learning

· Quality assurance of educational institution

iii. Professional Development, Services to Community and Society:

· Educational institution development activities to get recognition from teaching profession, community, and society

· Development of current body of knowledge

· Being academic leader

· Conceptual thinking

iv. Other Developments in languages and international communication towards ASEAN Economic Community and knowledge sharing: English language skills and/or other languages that are essentials to special needs in particular areas.

Educational Supervisor: Mainly responsible for educational supervision. Able to design curriculum, provide psychological counseling, design educational tests, and do research. i. Teaching Development:

· Design curriculum

· Educational psychology and counseling

· Educational assessment and tests

· Create/develop and teach media development and modern teaching tools

ii. School Development:

· Knowledge of government policy in education

· Continuous research and development

· Provide support in educational quality assurance to the standard

iii. Professional Development, Services to Community and Society:

· Skills in research and development of curriculum, teaching materials, textbook, and teaching tools/media

· Conceptual thinking

· Leader in technological application to teaching and learning

· Synthesize body of knowledge to promote good relationship between educational institution and community

iv. Other Developments in languages and international communication towards ASEAN Economic Community and knowledge sharing: English language skills and/or other languages that are essentials to special needs in particular areas.

4.2.3) Performance

There are two components: a) required performance and b) selective performance.

a) Required Performance: It is required that all applicants must submit the result of students' achievements in the past years.

They include test results, National test results, results of individual student's development, teachers' reflection and comments on students' development, examples of students' work, teaching materials/tools, teacher's portfolio, students' teaching assessment/evaluation, teaching observation, video record of teaching, any other evident that reflect development and progress in the applicant' work.

b) Selective Performance

In this particular performance, the applicant is able to choose one out of three options available:

i. Distinguished Achievement Award The applicant may submit the work that has won the National Achievement Award related to his/her teaching/administrative responsibility. The qualified work that won the award has to meet certain characteristics as follows: · Reflect the owner's creativity and special capability

· The quality of awarded work complies with the standard of academic standing

· The work, as a role model, can be applied by others

· Accepted by superiors, colleagues, community, society, and profession.

· The awarded work has impact on the developments of future work, students, the administration of school education, and educational supervision.

· Won the national award or equivalent accredited by his/her affiliated Office (at least 2 rewards for Expert Position and 3 rewards forSenior Expert Position)

If the applicant chooses this option, he/she has to presents his/her award-winning work in public and oral exam is taken by the selected honorable committee.

ii. Academic Research

Applicants who choose to submit this research work are required to have relevant teaching materials, prepared for all responsible subjects. They include self-developed test, sheet, exercises, articles, or any media/teaching tools to provide as supplement to academic research.

The academic research needs to reflect skills, knowledge, and expertise in academic excellent of the applicants. Through research, the applicants are required to show that their work/research results have been used and applied to improve their teaching methods, resulting in the enhancement and enrichment of students' learning, schools, educational administration effectiveness, curriculum, educational assessment.

Regarding the academic research, two common research approaches are accepted: quantitative and qualitative. At present, only *quantitative research* is deployed by the applicants and highly criticized by the evaluating committee. A basic five chapter format of research report covers are typical to all positivist style of doing research. A deductive reasoning of proving the conditional statement and hypothesis is systematically and scientifically accepted to draw conclusion at the end. Objective study the relationships of dependent and independent variables from the model constructed is mostly familiar to all researchers. However, as it is stated at the beginning of this research finding, Thai teachers are not educated in research meth-
odology. As the Thai curriculum for Bachelor's degree in Education, undergraduate students are not required to take course in research methods. Simply put, Thai teachers do not have knowledge and skills in doing so. The process of doing re-search to them would be hard to understand and pursue. The easiest way to do is to use the same theories, framework of analysis, template for research findings report and statistical explanation of associations between dependent and independent factors. The only change they make is the school or sampling for the study. Therefore, unintentional plagiarism is commonly found in most research submitted for the assessment.

Therefore, the second approach of *qualitative research* is emphasized in the study, which is new and uncommon to all teachers and educational personnel. Quite often, it is found from the inter-view that results from scientific research do not provide them answers to the problem under the study. Statistics, as in the design, do not provide meaningful explanation how students learn and they interact or behave to different methods of teachings. Scientific method is also found to be unfit for the special need students in remote areas in the far South, the North, or Northeastern part of Thailand. The first method cannot be applied to those in vocational school, where the emphasis is on creating new ideas an innovation that can be used in practice.

Alternative method of doing research is the *inductive reasoning,* where the data for research inquiry is set in the classroom and close to the researchers themselves. Data can be collected through various different ways: documents, in-depth interview, and focus group. A triangulation of data collection can be supplemented with others things such as note-taking during the observation, videotaping during teaching in session, participation of students and teachers in a number of activities in classroom, etc. A *case study or ethno-graphic research* on the set in different context of the subjects under study may be suitable for teachers and learners in remote areas.

The life experience can be studied through *phenomenology research* as well. The quality of this kind of research depend heavily on the skills and experience of the researchers in observing different situations, asking questions, noticing significant conversations, dialogues, behaviors of subject involved, and events, and interpret these messages and information gathered in meaningful description of the findings. Self reflection of the situations is quintessential to understanding the problem. The researchers need to maintain not to be emotionally involved with the "subject". Accurate and objective interpretation of data is immensely aware of, but it can be countered if data

are collected from various sources and cross-checked by the researchers.

The findings derived from qualitative research can be described in narrative or storytelling of distinguish cases studied. The action research can be easily presented and managed if teachers have teaching plans for all responsible subjects taught. Observation of how students react to different methods of teaching will be recorded, adjusted, and verified to fit different groups of students in different settings. Doing it this way, students would directly benefit from the study. It is highly recom-mended that Thai teachers would apply this qualitative research method to their work. It is one of best ways to guard against originality of research ownership and the problem of plagiarism.

iii. Academic Plan

The third and last option is proposed in this study with regard to those in vocational school who may find quantitative and qualitative research not applicable to their work and those who may need guidance from the expert in doing research. It is recommended that they plan for their work in advance. Three years of advance planning is required for Senior Professional Standing and five years for Expert and Senior Expert Standing. A committee of three highly regarded academic standing will be appointed for each applicant to be his/her counselors or mentors guiding him/her in the research process from the very beginning until the end.

As for the quality assessment of the plan and academic work, the committee will apply the following criteria in judging this particular work: · Professional Standing: only required performance in the first category is judged.

· Senior Professional Standing: the required performance and one item from selective work

· Expert Standing: the required performance and at least two selective work (one research with A-evaluation grade)

· Senior Expert Standing: the required perfor-mance and at least two selective work (one research with A evaluation grade)

The work would be qualified if it is in accord with the following criteria: · Complete and correct

· The research is in coherent with respected responsibility of the owners

· It shows learning development in researchers with appropriate academic standing.

· Correct reference and bibliography

In addition to the above mentioned criteria, the work should benefit students, teachers and col-leagues, teaching profession, and community. The research work would be meaningless if it does not serve or benefits to all parties involved, particularly students as the subjects of the study.

Lastly, an ethical issue of the research is also essential. As plagiarism is a serious academic crime, the originality or the owner of the work needs to be identified. Five or ten years penalty on the eligibility to submit for the academic promotional assessment will be enforced if such crime is found and committed. A freeze on the increase of annual promotion will also be discarded. Besides, the work will require showing the creativity, analytical thinking, analysis, and synthesis of the research findings. A summary of assessment criteria for Performance Part is in Table 3.

Grading system for the evaluation of academic work would be A, A-, B+, and B for each academic standing as follows:

TABLE 3: SUMMARY OF ASSESSMENT CRITERIA FOR PERFORMANCE DIMENSION

ACADEMIC STANDINGS	DIMENSION 3 PERFORMANCE			
	PART 1 REQUIREMENT	PART 2 SELECTION		
	3.1.1 REQUIRED PERFORMANCE	3.2.1 DISTINGUISHED Award	3.2.2 ACADEMIC RESEARCH	3.2.3 ACADEMIC PLAN
Professional	✓	-	-	-
Senior Professional	✓	At least 2 awards	At least 1 item	
Expert	✓	At least 3 awards	At least 2 item	
Senior Expert	✓	-	At least 2 item	

TABLE 4: SUMMARY OF SCORES FOR ALL THREE DIMENSIONS OF ACADEMIC ASSESSMENT FRAMEWORK

B equals 65 percents for *Professional* academic standing

B+equals 70 percents for *Senior Professional* academic standing

A- equals 75 percents for *Expert* academic standing

A equals 80 percents for *Senior Expert* academic standing A summary of all scores for each academic

standing is listed in Table 4.

RECOMMENDATIONS

The proposed framework for the assessment is designed based on data and information derived from practices in foreign countries, law and regulations, interviews, and focus groups. The framework as it is spelled out may be complicated in the design for the adaptation of the existing assessment framework. It is, therefore, recommended that this system needs to be deployed with flexibility. In all, there are three practical alternatives for implementation.

Alternative I: All three dimensions are applied

with *special attention on academic research either quantitative or qualitative methods.* Applicants may choose to use a number of evident for the development of their research such as teaching plan, observation notes of students' behavior and reaction to different teaching techniques, students' record, etc. for the analysis of their study. Both statistical analysis and other form of information are combined to describe the situation and problem in the research. In this mix method of quantitative and qualitative approaches, qualitative explanation of the situation would clearly provide insight interpretation to the statistical number derived from the survey. The benefit of this alternative is that the applicants do not have to collect data from other sources. No extra work is required in this situation. Classroom is depicted as research fields where the researcher can everyday collect data from taking notes, interviewing with the students, observing their behavior, experimenting new ideas

and lessons, etc. The researcher can improve skills in doing research through his/her interaction to the subject every day. Learning through real life experience is a way to continue pursuing self-actualization. It is definitely the best way to claim the owner of the research work for the assessment.

Alternative II: All three dimensions are applied, *except for the third dimension which the applicants are given the opportunity to present his/her work to public.*

Oral exam in this option will be conducted and open to all with integrity. The work to be presented in this situation has to pass all requirements as earlier specified. A committee compose of five distinguished members will make final decision. A score of A- is needed for the Expert Standing and A for Senior Expert Standing.

The advantage of this alternative clearly benefits those in the vocational field where academic research is difficult to be implemented. At the same time, it is the opportunities for the applicant to show and display his/her work in public. How-ever, the disadvantage of this alternative is time and hardships spend in creating this innovative work and to win the national award prior to the submission for the assessment.

Alternative III: All three dimensions are applied, *except for the third dimension which the applicants need to submit the application for assessment three years in advance for the Senior Professional, and five years in advance for Expert and Senior Expert.* In this
case, a committee will be appointed as academic readers for each applicant as soon as the application is submitted. The main responsibility of the committee is to provide guidance to the applicants.

The committee would act as coach, and tutor to them from the early stage of conceptualizing the research, framing the ideas and research questions, guiding them from the beginning until the final stage of doing research. Doing it this way would help the inexperienced researchers in sail through the journey successfully. Given the situation where the committee as the assessor of the applicant's work has to work in such a close relationship, it needs to be assured that the committee would do their job on judging the work objectively, refrained from bias and taking the applicant's side. Integrity on the assessor is of essential to prevent any wrong doing and unpleasant situations.

Though this alternative may sound good to the applicant, it needs to be recognized that this option may take long time to complete the research project. The downside of this last option is due to the long process of research preparation, the unexpected changes in the life of the committee can be foreseen in the process—transfer to new position, pass away, leave due to health reason, etc. The applicant may need to weigh the good and the bad side of this alternative before planning to take this path.

In addition to the above mentioned three alternatives, it is suggested in the research report to OTEPC that in order to sustain the assessment system proposed in the study, further measures are needed to effectively enforce the system. The results of this assessment should fall directly to the students, schools, community, and society in achieving sustainable and continuous development.
It is further recommended the following: · A periodic performance evaluation of teachers is

needed to strengthen and institute professional-ism in them.

· Build and inject the spirit of being "teacher"

within all teachers to become good role model to society.

· Inspire all teachers and encourage them to

pursue higher education in graduate schools.

· Facilitate career opportunities to teachers and educational personnel to pursue.

· Others: awards for "Go-the-Extra Mile or GEM" or "Staff Excellence Awards" or Academic Excellence

CONCLUSION

In conclusion, the assessment framework pro-posed Thai teachers and educational personnel is systematically studied for the first time. This comprehensive framework has been voiced from various affected stakeholders and parties. However, the system requires transparent and accountable process of implementation from the caretakers, OTEPC. Most important of all, three equally important parties, the assessors, OTEPC, and the applicants must have an agreement of understanding on the criteria and type of research work demanded for each alternative. It is the task of OTEPC to explain to all applicants and distinguished committee to talk the same languages. The success or failure of this framework rests solely on the execution of these new rules.

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FOOTNOTES

[1]All teacher personnel, including vocational teachers, teachers, and preschool teachers, must have at least a degree in Education, teaching experience, and a certification for the teaching positions by State Board of Education or licensure advisory committee.

[2]The author would like to thank Miss Pratuan Sriracha for her assistance in providing information on the academic Standing/Positions in English. My special gratitude also goes to Mrs. Achara Sravasee, the Director of Research & Development at the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) and Miss Pratuan for the overview over the detailed content of this paper.

[3]All high school students must take this O-NET test on five fundamental subjects: Thai, Social Studies, English, Mathematics, and Sciences.

[4]There are at least 7 sets for different professions: PAT1 measuring mathematics potential, PAT2 for science, PAT3 for engineering, PAT4 for architecture, PAT5 for education, PAT6 for art science, and PAT7 for language potentials in Japanese, French, German, Spanish, Chinese, and so on.