

Model to Integration Supervision for Enhancing Classroom Research Competency of Professional Teachers in Secondary Education Service Area Office, 25, Thailand

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Abstract:- Professional teacher quality development was importance of competencies linked to competence and apply research to solving problems. This will be analyzed a model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand. A Model to integration supervision were principle, the objectives, the process include *step 1: Classifying (C), step 2: Information (I), step 3: Processing (P), step 4: Evaluation (E)*. finally, the model to discussion and implementation of integration supervision for enhancing classroom research competency.

Keywords:- *Integration supervision model, enhancing classroom research competency, professional teachers.*

I. INTRODUCTION

A planning education system to driven successful into the holistic development, inevitably have to understand the various components involved from the strengthening conceptual and practices. Needs to consider the landscape and sociology together. There is the development process from allowing all sectors for participating the operation and principles of collective benefits. A education is a development to reduce inequality, creating equality, capacity, emphasizing skills, knowledge, competencies, and innovation including the critical thinking and creativity into learning management of consistent with the 21st century. [1] Which to the dynamics of the 21st century. By the knowledge-based, education requires the use of various fields of knowledge. When delving into the issues regarding human resource preparation, an education is an important problem for all sectors that need to accelerate development for maximize the benefits of educational management that is based on learners as the center of development and most importantly. Also, the education and learning systems that must be changed and reformed to keep up with the world of the 21st century urgently were modern people development, a new teacher quality development, the quality of educational institutions and new learning sources development, include modern management development. [2] Which the professional teacher quality development must focusing the

competencies that are linked to learning management capabilities and able to apply research to solve problems and developed. The educational supervision process was mission necessary for the provision of education that requires cooperation from multiple parties that especially in the development of teaching quality. And personnel involved in the education management department need to develop and improve yourself to keep up with the changes for efficient operations. [3] The research in objective aimed for analyzed a model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand.

II. REVIEW OF LITERATURE

➤ *Instructional Supervision*

Acheson, Keith A., and Meredith, D. [4] to present of an instructional supervision were strategies and techniques one way to help teachers improve edit and development which aims to help Guiding and developing work to be successful and in time to keep up with the changing conditions. Is also an important element that helps support the teaching and learning process to meet the educational standards to systematic work processes, which are clear, as well as methods of quality activities and tools. Model and methods of supervision there are many ways, each method has weaknesses and strengths vary. Therefore, the type of supervision to be developed must be the model that responds to the needs and differences of teachers (*e.g., knowledge, ability, experience, motivation*).

➤ *Classroom Research*

Research is an important tool for teachers to develop their lives to be professional teachers. By the classroom research as a systematic study and sequential steps have a collecting various information in the classroom to find answers and problems for develop learning management in that the classroom. There is the applied research, operational research aims to search for knowledge and apply knowledge to be useful in practice, and to solve problems in learning management directly. [1] Will be provided teachers with extensive and deep knowledge work of logically and creatively. And the results of classroom

research will be an indicator of teacher work success concrete.

III. METHODOLOGY

The research methodology was action research of the qualitative study employed a review of documentary and interview with the participants of 150 teachers on 4th schools into Secondary education service area office, 25, Thailand. The participants they all were purposive

sampling and focus group to study on the instruments of a model to integration supervision such as the principle, the objective and the process of integration supervision consisting of supervision type of counseling Peer supervision and supervision in self-development style to the data. The data analysis by contents analysis for analyzed a model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand.

IV. THE RESULTS

Model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand to shown on figure 1.

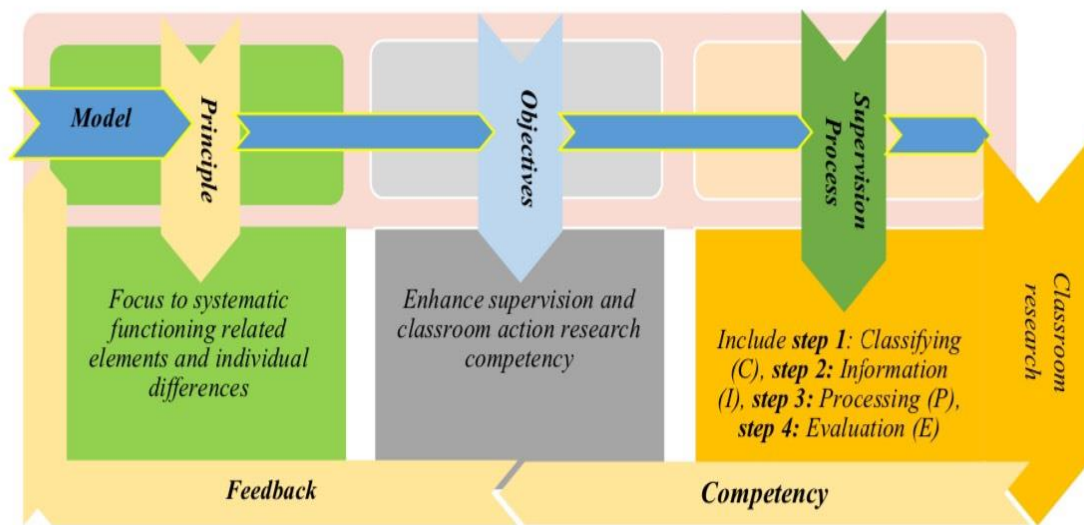


Fig 1:- A model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand

A model to integration supervision for enhancing classroom research competency of professional teachers in Secondary education service area office, 25, Thailand were followed:

➤ **Principle;** an integration supervision with an emphasis on systematic and relevant supervision by taking into account the differences in teachers' knowledge, ability, and important skills that need to be developed which to various methods to suit each teachers for the most effective supervision including 1) integrated supervision from consultation by the supervisors are knowledgeable, expertise and experience that is a continuous cycle of counseling processes, 2) integrated supervision from monitoring of the supervision process that works together for improve and develop professional work to have a working together, the observation taught together in the classroom, exchanging ideas to provide feedback, and a goodness interaction with each other, 3) integrated supervision from self- development was suitable supervision for teachers with knowledge, ability and want to develop a career in their own of the enhancement of teachers' professional competency into a classroom research to

effectively solve problems and develop learning management for students.

- **Objectives;** to enhance supervision and classroom action research competency.
- **Process;** is the process of applying the model in supervision in enhancing the research competency of the teachers consists of 4th steps were **step 1:** Classifying (C) to classify teachers with appropriate supervisory techniques based on level of knowledge, skills and competency of teaching and classroom action research, **step 2:** Information (I) for informing and providing teachers with essential knowledge and skills before supervision, **step 3:** Processing (P) a perform the supervisory process beginning a pre-conference, observation and post conference, **step 4:** Evaluation (E) for evaluating the process and outcome of differentiated supervision model implementation together with continuous coaching and monitoring. In which conditions the model to implementation were the administrator to awareness of the supervision importance and provide support for budgets, media, equipment, and facilities, create morale for teachers. And the teachers must to have a determination and sincerity for personal development, the development of

learning management with willingness to cooperate and responsibility in working, including having good human relations.

V. DISCUSSIONS

A Model to integration supervision were principle to focus systematic functioning related elements and individual differences, the objectives to enhance supervision and classroom action research competency, the process include **step 1:** Classifying (C) to classify teachers with appropriate supervisory techniques based on level of knowledge, skills and competency of teaching and classroom action research, **step 2:** Information (I) for informing and providing teachers with essential knowledge and skills before supervision, **step 3:** Processing (P) a perform the supervisory process beginning a pre-conference, observation and post conference, **step 4:** Evaluation (E) for evaluating the process and outcome of differentiated supervision model implementation together with continuous coaching and monitoring because the process of developing the supervision system has given importance to the participation process of personnel, teachers, and all concerned. Silva, Y. D. & Dana, F. N. [5] the development of supervision system for improving the quality of teaching and learning management of teachers causing the determination of methods and procedures for supervision. [6] Dick, W., Carey, L. [7] the supervision process with the target group will receive good cooperation from all relevant sectors, can occur through discussions and shared opinions including teachers being motivated. And to strengthen morale, raising awareness and more responsibility in duties. supervision work to help recommend and improve work to enhance supervision and classroom action research competency of the teachers, and to enable teachers to organize quality teaching and learning activities.

VI. CONCLUSIONS

A Model to integration supervision were principle to focus systematic functioning related elements and individual differences, the objectives to enhance supervision and classroom action research competency, the process include **step 1:** Classifying (C) to classify teachers with appropriate supervisory techniques based on level of knowledge, skills and competency of teaching and classroom action research, **step 2:** Information (I) for informing and providing teachers with essential knowledge and skills before supervision, **step 3:** Processing (P) a perform the supervisory process beginning a pre-conference, observation and post conference, **step 4:** Evaluation (E) for evaluating the process and outcome of differentiated supervision model implementation together with continuous coaching and monitoring.

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