

**THE COMPETENCY OF TEACHER IN THE 21ST
CENTURY IN PRIMARY EDUCATION AREA
SERVICE OFFICE 2 LOEI PROVINCE, THAILAND**

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ABSTRACT

This propose of the study was to performance of teachers; under primary Education Area Service Office 2 Loei province, Thailand. The sample of the study included 135 people; 1) the management of 30, 2) teachers 30, 3) supervisors 15, 4) Education Committee of 30 and 5) student's parents of 30. Research methods used to study is mixed methodology was used in-depth interviews, brain storming and teacher competency test by collecting data from the target. Data analyzed using descriptive statistics, percentage, average, and standard deviation. The study found that teacher performance core (Core Competency) 5 aspects: firstly teachers are aware of the achievement of the aims of the operation. secondly teachers are available to clients effectively, thirdly most teachers have not developed their own needs. fourth most teachers work as a team, and fifth the teacher behaved continue their ethics and code of conduct of the performance. For the work functional competency were 6 aspects; firstly teachers, curriculum and learning management, secondly the activities of the students, thirdly teachers have classes managed that focus on the learners, fourth teachers analyzed synthesis and research to develop the students, fifth teacher leadership and finally teachers have to build relationships and partnerships with community.

Keywords: Competencies, Teachers, Teachers In The 21st Century.

I INTRODUCTION

Teacher occupation is high class vocation thus the thing that person is a teacher will must have to is expert way vocation knowledge. Which exist together 3 points as be a teacher will must omniscient that is proficient in subject that is responsible in instructing and relay to a student or the student is omniscient the expert is great in instructing and pass on knowledge the knowledge. And have the ability in establishing all conscious at the student will just now receive (Wichitand Pompot, 2553) Ministry of Education and committee education office; foundation in Thailand to get fix teacher capacity. In duty government service practice by synthetic capacity teacher analysis composes, attitude, popularity, ability knowledge and necessary skill for work

practice follow work duty in the school as follows , pillar capacity composes 5 the capacity were achievement focusing in work practice develops oneself , the work is morality team and code of vocation teacher capacity permanent field conduct , compose 6 the capacity were course administration and the administration learn student development the administration manages the classroom , analysis , the synthetic and the research for develop the student. Teacherleadership building up friendship and something a hand and the community for the administration learn.

From capacity teacher assessment in ²¹Century are under area education elementary education Loei office 2,Thailand found that teacher capacity pillar side (Core Competency) 5 points as follow ; the capacity that a teacher can most minister was a teacher behaves to condemn the self follows the morality and the code of conduct , next be majority teacher works to are the team. Teacher has the awareness in achievement focusing of work practice. Teacher has the serve to the user efficientlymajority teacher have not to develop oneselfstraight with the requirement capacity permanent field side(Functional Competency). And 6 pointteacher most ministers well forexample a teacher has building up friendship and the cooperation and the community.Teacher has leadership condition. Teacher has the administration manages the classroom that emphasizes the student in witness.And teacher has activity arrangement develops the student, a teacher has the analysis, synthetic and research for develop the student; the capacity is leastteacher has course administration and the administration learn.

From a problem aforementionedstill be uneducated like to delve into andtorn the procedure studies that is of good quality actually that how is problem state in fact happen to get. Thus, person study then want to study problem state TRUE actually that happen, in capacity teacher development, in ²¹Century of teacher is under area education elementary Loeieducation office2, Thailand for use in rows remedy meditation in capacity teacher development for a teacher has the capacity that is appropriate the administration studies the instruction gives with National next youth.

II THE OBJECTIVES

1. To study behavior state follows pillar capacity and permanent field capacity ofteacheris under area education elementary Loeieducation office 2,Loei province, Thailand.

2 Thailand borders for study a problem of pillar capacity and permanent field capacity that a teacher cannotminister getfully ability knowledge.

III BENEFIT OF THE RESEARCH

Practical Benefit

To get know about behavior problem follows pillar capacity and permanent field capacity of the teacher be under area education elementary education Loeioffice2 ,borders of Thailand which can induce in rows development capacity meditation of teacher.

Academic Benefit

1. The research result get the knowledge about behavior line follows pillar capacity and the capacity permanent the fields of a teacher for in rows pushes meditation and develop
2. Research result capacities can lead base way research pertaining to push data and develop, teacher side capacity pillar capacity and permanent field capacity old a teacher is under area education elementary Loeieducation office 2, Thailand.

III SCOPE OF THE RESEARCH

3.1 Scope of content

1. To study behavior state follows pillar capacity and permanent field capacity, of a teacher is under area education elementary Loeieducation office 2, Thailand
- 2 Thailand borders study a problem s of pillar capacity and permanent field capacity that a teacher cannot can minister fully the knowledge is ability of a teacher is under area education elementary Loeieducation office 2, Thailand.

3.2 The target group

The target group was teacher amounts 30 persons and executive amounts 30 and persons information officer amounts 15 persons, school committee about amounts 30 persons and student guardian 30 amounts persons, then total up 135 persons.

IV LITERATURE REVIEW

Standards for Teacher Competence in Educational Assessment of Students

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.

Skills in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well-acquainted with the kinds of information provided by a broad range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans. Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use the concepts of assessment error and validity when developing or selecting their approaches to classroom assessment of students. They will understand how valid assessment data can support instructional activities such as providing appropriate feedback to students, diagnosing group and individual learning needs, planning for individualized educational programs, motivating students, and evaluating instructional procedures. They will understand how invalid information can affect instructional decisions about students. They will also be able to use and evaluate assessment options available to them, considering among other things, the cultural, social, economic, and language backgrounds of students.

They will be aware that different assessment approaches can be incompatible with certain instructional goals and may impact quite differently on their teaching. Teachers will know, for each assessment approach they use, its appropriateness for making decisions about their pupils. Moreover, teachers will know of where to find information about and/or reviews of various assessment methods. Assessment options are diverse and include text- and curriculum-embedded questions and tests, standardized criterion-referenced and norm-referenced tests, oral questioning, spontaneous and structured performance assessments, portfolios, exhibitions, demonstrations, rating scales, writing samples, paper-and-pencil tests, seatwork and homework, peer- and self-assessments, student records, observations, questionnaires, interviews, projects, products, and others' opinions.

2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.

While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments. Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will be skilled in planning the collection of information that facilitates the decisions they will make. They will know and follow appropriate principles for developing and using assessment methods in their teaching, avoiding common pitfalls in student assessment. Such techniques may include several of the options listed at the end of the first standard. The teacher will select the techniques which are appropriate to the intent of the teacher's instruction.

Teachers meeting this standard will also be skilled in using student data to analyze the quality of each assessment technique they use. Since most teachers do not have access to assessment specialists, they must be prepared to do these analyses themselves.

3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods.

It is not enough that teachers are able to select and develop good assessment methods; they must also be able to apply them properly. Teachers should be skilled in administering, scoring, and interpreting results from diverse assessment methods.

Teachers who meet this standard will have the conceptual and application skills that follow. They will be skilled in interpreting informal and formal teacher-produced assessment results, including pupils' performances in class and on homework assignments. Teachers will be able to use guides for scoring essay questions and projects, stencils for scoring response-choice questions, and scales for rating performance assessments. They will be able to use these in ways that produce consistent results. Teachers will be able to administer standardized achievement tests and be able to interpret the commonly reported scores: percentile ranks, percentile band scores, standard scores, and grade equivalents. They will have a conceptual understanding of the summary indexes commonly reported with assessment results: measures of central tendency, dispersion, relationships,

reliability, and errors of measurement. Teachers will be able to apply these concepts of score and summary indices in ways that enhance their use of the assessments that they develop. They will be able to analyze assessment results to identify pupils' strengths and errors. If they get inconsistent results, they will seek other explanations for the discrepancy or other data to attempt to resolve the uncertainty before arriving at a decision. They will be able to use assessment methods in ways that encourage students' educational development and that do not inappropriately increase students' anxiety levels.

4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement

Assessment results are used to make educational decisions at several levels: in the classroom about students, in the community about a school and a school district, and in society, generally, about the purposes and outcomes of the educational enterprise. Teachers play a vital role when participating in decision-making at each of these levels and must be able to use assessment results effectively. Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to use accumulated assessment information to organize a sound instructional plan for facilitating students' educational development. When using assessment results to plan and/or evaluate instruction and curriculum, teachers will interpret the results correctly and avoid common misinterpretations, such as basing decisions on scores that lack curriculum validity. They will be informed about the results of local, regional, state, and national assessments and about their appropriate use for pupil, classroom, school, district, state, and national educational improvement.

5. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments.

Grading students is an important part of professional practice for teachers. Grading is defined as indicating both a student's level of performance and a teacher's valuing of that performance. The principles for using assessments to obtain valid grades are known and teachers should employ them. Teachers who meet this standard will have the conceptual and application skills that follow. They will be able to devise, implement, and explain a procedure for developing grades composed of marks from various assignments, projects, inclass activities, quizzes, tests, and/or other assessments that they may use. Teachers will understand and be able to articulate why the grades they assign are rational, justified, and fair, acknowledging that such grades reflect their preferences and judgments. Teachers will be able to recognize and to avoid faulty grading procedures such as using grades as punishment. They will be able to evaluate and to modify their grading procedures in order to improve the validity of the interpretations made from them about students' attainments.

6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators

Teachers must routinely report assessment results to students and to parents or guardians. In addition, they are frequently asked to report or to discuss assessment results with other educators and with diverse lay audiences. If the results are not communicated effectively, they may be misused or not used. To communicate effectively with others on matters of student assessment, teachers must be able to use assessment terminology appropriately and must be able to articulate the meaning, limitations, and implications of assessment results. Furthermore, teachers will sometimes be in a position that will require them to defend their own assessment procedures and their interpretations of them. At other times, teachers may need to help the public to interpret assessment results appropriately. Teachers who meet this standard will have the conceptual and application skills that follow. Teachers will understand and be able to give appropriate explanations of how the interpretation of student assessments must be moderated by the student's socio-economic, cultural, language, and other background factors. Teachers will be able to explain that assessment results do not imply that such background factors limit a student's ultimate educational development. They will be able to communicate to students and to their parents or guardians how they may assess the student's educational progress. Teachers will understand and be able to explain the importance of taking measurement errors into account when using assessments to make decisions about individual students. Teachers will be able to explain the limitations of different informal and formal assessment methods. They will be able to explain printed reports of the results of pupil assessments at the classroom, school district, state, and national levels.

7. Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information

Fairness, the rights of all concerned, and professional ethical behavior must undergird all student assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and legal responsibilities in assessment. In addition, they should also attempt to have the inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also participate with the wider educational community in defining the limits of appropriate professional behavior in assessment. Teachers who meet this standard will have the conceptual and application skills that follow. They will know those laws and case decisions which affect their classroom, school district, and state assessment practices. Teachers will be aware that various assessment procedures can be misused or overused resulting in harmful consequences such as embarrassing students, violating a student's right to confidentiality, and inappropriately using students' standardized achievement test scores to measure teaching effectiveness.

V RESEARCH DESIGN

This research is qualitative research and the target group is the teacher is under education elementary Loeieducation office 2, Thailand by the filtration likes to specify amounts30 persons and executive amounts30 persons and information officer amounts15 persons, school committee amounts30 persons and student guardian amounts 30 personstotal up 135 persons. The tool that usein the research wasin -deep interview the issue talks the groupand capacity teacher test.

VI CONCLUSION

1. The behavior state follows pillar capacity and permanent field capacity of a teacher is under area education elementary Loeieducation office 2, Thailand. Teacher behaves to behave follow the morality. And the code of conduct give the love is kind-hearted a student intend to instruct the good person be omniscient dress polite be appropriate according to one's economic capacity can work the team cooperates other person get efficiently . There is realize in achievement focusing of work practice there is the serve to the user efficiently but teacher not have to develop straight with the requirement . This is according to from torn the budget in development of original affiliation capacity permanent of field side. Teacher has building up friendship. And the cooperation community very well there is leadership condition. There is the administration manages the classroom that emphasizes the student in witness. There is activity arrangement develops the student. There is the analysis synthetic and research for develop the student. There is course administration and the administration learn be in line with.

2. The problem capacities of pillar capacity and permanent field capacity that teacher cannot can minister typefull ability knowledge. Which might affect from many points factors be education various subject ends. The ability and different skill age , gender , age , business arrow , transportation and other entirely the factor besides still have other factor such as something training leg encourages the knowledge torn the technique in work practice have no a handbook or work regulation to make the work torn the efficiency.

VII DISCUSSION

1. From the state present capacity teacher assessment both of pillar capacity and the capacity permanent the field affiliated with office area education teacher is elementary education 2 borders have not the assessment become visibility. According to from the original affiliation was committee education foundation office, Ministry of Education no fix manage assess only have capacity specification of a teacher keeps no fix have the assessment clearly. There is just government service some (somewhere) part only at education executive has induced to assess the inferior , for the stimulation gives the teacher behave follow the capacity for cause the success of the work follows the duty . Which correspond, That, laugh be born get give one's opinion that teacher is the very important person in the procedure reforms the education because teacher be person checkpoint group in front and mechanical important in quality student development. If there is capacity teacher everybody assessment traditionally the naturally capacity make the administration studies of the country happens.

2. An efficiently capacity pillar side at teacher has managed then meet that get into trouble with regard to a teacher must is bound for the achievement in work practice that is responsible. Which , teacher torn oneself development continuously tool mass instruction media , Technology , capacity permanent field side teacher problem will must can administrate the course and the administration learn correctly follow fungus education National monk , traditionally a formula. There is student type development round a side both of intelligence side , knowledge , skill , the lead goes to use creativity can administrate manage the classroom that oneself is

responsible. There is the analysis the synthetic and the research for develop the student inspire follow the latency equally.

VII SUGGESTION

Policy suggestion

1. To supposed the policy in the explanation about the behavior behaves to inspire follow teacher capacity for behave get correct follow the way put on the dharma suit with the teacher.
2. To supposed teacher assessment systematically and continually.

Practical suggestion

1. To get from the study supposed to the arrangement does teacher data; teaches is under education elementary Loei education office 2, Thailand for use the data in personnel development and administrate the personnel inspires according to regulations mark.
2. To code of vocation conducts from problem state of the teacher have many side factors come in to are influential cause the teacher cannot behave follow teacher capacity has fully or the effective.

Suggestions for further implementation

1. From problem state that found in the study should induce do the research for develop and encourage the behavior behaves to follow teacher capacity ²¹Century is under education elementary Loei education office 2, Thailand.
2. In next time education, be supposed to the education for develop push capacity teacher format ²¹Century is under education elementary Loei education office 2, Thailand.

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