



**Notification of the Teacher Professional Licensing Administrative Sub-committee
Re: The Criteria, Methods and Tools for the Teacher Professional Competency
Testing and Assessment of Work Performance and Personal Conduct based on
Teacher Professional Standards B.E. 2564 (2021)**

The Regulations of the Teachers' Council of Thailand on Professional Standards, B.E. 2559 (2016) and the Amendment (No. 2), B.E. 2562 (2019) Clause 6/1 determined the criteria, methods, and conditions for the teacher professional license applicant as follows: (1) To be qualified the teacher professional experience prescribed by the Teachers' Council of Thailand Board and (2) To be qualified the professional competency testing and assessment according to the criteria and methods prescribed by the Teachers' Council of Thailand Board.

By virtue of Clause 13 and Clause 14 of the Notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020) and the Amendment (No. 2), B.E. 2564 (2021), in conjunction with the resolution passed by the Teacher Professional Licensing Administrative Sub-committee at its Meeting No. 8/2564 on 19 October 2021, here by issues the Criteria, Methods and Tools for Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards as follows:

Clause 1 This notification is called the "Notification of the Teacher Professional Licensing Administrative Sub-committee Re: The Criteria, Methods and Tools for the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards, B.E. 2564 (2021)".

Clause 2 The Sub-committee chairperson shall have charge and control of the execution of this notification, the power to issue directives and notifications as well as to interpret and give final decision on problems related to the implementation of this notification.

Clause 3 In this notification,

"Sub-committee" means to the Teacher Professional Licensing Administrative Sub-committee as prescribed in the notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020) and the Amendment (No. 2), B.E. 2564 (2021).

"Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards" means to components of the criteria, methods, tools, and pass criteria for the teacher professional competency assessment of work performance and personal conduct based on teacher professional standards.

"Teacher professional competency" means to the competences of work performance and personal conduct in accordance with the professional standards that appears in the Regulation of the Teachers' Council of Thailand on Professional Standards (No.4), B.E. 2562 (2019) and the Regulation of the Teachers' Council of Thailand on Professional Ethics, B.E. 2556 (2013).

"Learning management competency" means to the ability to analyze curriculums, plan and manage learning activities: applying technology for learning management, measurement and evaluation for developing learners, research and working with others as well as overseeing, assisting and learner development.

“Parent and community relations competency” means to the ability to analyze, plan, establish collaborative networks with parents and the community in learning development and learners’ desirable characteristics as well as promotion and preservation of local culture and wisdom.

“Performance of teachers’ duties and professional code of ethics competencies” means to the ability to perform teachers’ duties, be committed to the promoting of learners’ development, provide a role model for good, have ethics toward oneself, profession, service users, professional colleagues, and society.

“Assessment candidates” means to the persons who are undertaking the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards, consisting of Thai nationals or foreigners who possess the qualifications in accordance with the notification of the Teachers’ Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020) and the amendment (No.2), B.E. 2564 (2021).

“Assessors” means to the persons who perform the duties for the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards for assessment candidates.

Clause 4 Qualifications of the assessment candidates as follow:

(a) Candidates who hold a degree in Thailand with any of the following academic qualifications:

(1) Hold not lower than a degree in education or its equivalent that is accredited by the Teachers’ Council of Thailand;

(2) Hold not lower than a bachelor’s degree in another field that is accredited by the Teachers’ Council of Thailand;

(3) Hold not lower than a bachelor’s degree in another field and obtained knowledge accreditation in accordance with the professional standards of the Teachers’ Council Thailand.

(b) Candidates who hold a degree from an overseas with any of the following academic qualifications:

(1) Hold a degree in education or its equivalent;

(2) Hold a degree in another field and a teaching license from another country;

(3) Hold a bachelor’s degree in another field and a graduate diploma in teaching profession with one (1) year of course study;

(4) Hold a bachelor’s degree in another field and obtained knowledge accreditation in accordance with the professional standards of the Teachers’ Council of Thailand.

(c) Candidates who are studying toward a degree in education or its equivalent that is accredited by the Teachers’ Council of Thailand in accordance with the qualification criteria prescribed by the Sub-committee.

Section 1

The Criteria of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards

Clause 5 The components of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards, comprising:

5.1 Learning management competency

5.2 Parent and community relations competency

5.3 Performance of teachers’ duties and professional code of ethics competencies

The core competencies, elements of competency, and behavioral indicators that are used for the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards under the enclosure of notification.

Clause 6 The assessors shall comprise:

6.1 The assessment candidates under Clause 4 (c), the assessors shall comprise a university supervisor, a mentor, and an educational institution administrator or may be a person who is assigned by the educational institution administrator, that person shall not be the same person as the mentor.

6.2 The assessment candidates under Clause 4 (a) and (b) shall be assessed by personnel of educational institution that the candidate is undertaking a teaching practicum and other personnel is considered by an educational institution to be relevant, acknowledged and recognized the candidate in the teaching practicum and are capable of being an assessor.

Clause 7 The scoring criteria of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards shall be formulated each item of the behavioral indicators by scoring as the 5-point rating scale as follows:

- Level 1 is equal to 1 point
- Level 2 is equal to 2 points
- Level 3 is equal to 3 points
- Level 4 is equal to 4 points
- Level 5 is equal to 5 points

In any case, the scoring criteria of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards in each behavioral indicator shall be in accordance with the enclosure of notification.

Clause 8 Each assessor's scoring weight shall be distributed as follows:

(a) The scoring weight of assessors in Clause 6.1

(1) The scoring weight of assessors on learning management competency as follows:

University supervisor: Mentor: Administrator = 50: 40: 10

(2) The scoring weight of assessors on parent and community relations competency as follows:

University supervisor: Mentor: Administrator = 30: 40: 30

The scoring weight of the administrator is determined to include a representative of the educational institution board and the scoring weight of administrator shall be weighted at 15%. In this regard, an assessor who is a representative of the educational institution board shall assess the candidate of each higher education institution as a whole and take the results as the assessment scores of the individual candidates.

(3) The scoring weight of assessors on performance of teachers' duties and professional code of ethics competencies as follows:

University supervisor: Mentor: Administrator = 30: 40: 30

(b) The scoring weight of each assessor in Clause 6.2

(1) The scoring weight of each assessor on learning management competency as follows:

Personnel of the educational institution: Other personnel = 50: 50

(2) The scoring weight of each assessor on parent and community relations competency as follows:

Personnel of the educational institution: Representative of the educational institution: other personnel = 55: 15: 30

(3) The scoring weight of each assessor on performance of teachers' duties and professional code of ethics competencies as follows:

Personnel of the educational institution: other personnel = 70: 30

Clause 9 Pass criteria for the teacher professional competency testing and assessment results of work performance and personal conduct based on teacher professional standards. Candidates must have average scores on the testing and assessment in each component not less than 3.00 and must have an average score of all 3 components not less than 3.00 in order to be considered for passing the criteria of the testing and assessment with the following interpretation of assessment results:

An average score of 4.50-5.00 means to passed the assessment criteria at an excellent level.

An average score of 3.50-4.49 means to passed the assessment criteria at a good level.

An average score of 3.00-3.59 means to passed the assessment criteria.

An average score of less than 3.00 means to not passed the assessment criteria at an unsatisfied level.

Clause 10 candidates who met the pass criteria for the assessment in Clause 9 , be able to use the teacher professional competency testing and assessment results of work performance and personal conduct based on teacher professional standards to apply for a teaching license in accordance with the criteria and methods as prescribed in the Regulations of the Teachers' Council of Thailand on Professional License, B.E. 2559 (2016) and the Amendment (No.2), B.E. 2562 (2019), without a timeframe for using the assessment results.

Section 2

Methods and Tools for the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards.

Clause 11 The assessors shall conduct the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards for three (3) times in one semester which is the semester that a candidate shall be assessed under Clause 4 (c) to have teaching practicum in an educational institution in accordance with the curriculum for the last time or under Clause 4 (a) and (b) require a candidate to complete a teaching practicum in an educational institution during the second semester, with the testing and assessment periods as follows:

11.1 The first assessment shall be during week 3 - 5 of a semester.

11.2 The second assessment shall be during week 7 - 9 of a semester.

11.3 The third assessment shall be during week 11 - 14 of a semester.

Clause 12 The scoring weight of each of the teacher professional competency testing and assessment scores of work performance and personal conduct based on teacher professional standards as follows:

12.1 The first testing and assessment shall be weighted at 20%

12.2 The second testing and assessment shall be weighted at 30%

12.3 The third testing and assessment shall be weighted at 50%

Clause 13 The tools for the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards, comprising:

13.1 Form for teacher professional competency assessment on learning management;

13.2 Form for teacher professional competency assessment on parent and community relations;

13.3 Form for teacher professional competency assessment on performance of teachers' duties and professional code of ethics.

The assessment forms are provided in the enclosure of notification.

Clause 14 The methods for calculating scores of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards shall be in accordance with the details as determined in the enclosure of notification.

Clause 15 The report of the teacher professional competency testing and assessment results of work performance and personal conduct based on teacher professional standards, the assessors or higher education institutions shall report the results to the Secretary-General of the Teachers' Council of Thailand within 45 days from the assessment date of the third assessment have completed under Clause 11 by preparing a summary report in accordance with the form and channels prescribed by the Secretariat Office of the Teachers' Council of Thailand.

Clause 16 The Secretary-General of the Teachers' Council of Thailand shall report the teacher professional competency testing and assessment results of work performance and personal conduct based on teacher professional standards in Clause 15 to the Sub-committee for consideration and approval.

Clause 17 The Sub-committee shall approve the teacher professional competency testing and assessment results of work performance and personal conduct based on teacher professional standards in Clause 16 and forward them to the Teachers' Council of Thailand Board for consideration, approval and announcement in accordance with the system prescribed by the Secretariat Office of the Teachers' Council of Thailand.

Clause 18 In case of not being in accordance with any clauses of the notification, the Sub-committee shall consider on a case-by-case basis.

Announced on 23 November 2021

Disakul Kasemsawas
Secretary-General of the Teachers' Council of Thailand
Chairperson of the Teacher Professional Licensing Administrative Sub-committee

**Enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee
Re: The Criteria, Methods and Tools for the Teacher Professional Competency
Testing and Assessment of Work performance and Personal conduct based on
Teacher Professional Standards B.E. 2564 (2021)**

Section 1: The core competency, elements of competency, and behavioral indicators that are used for the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards.

The table below provides the details of the core competencies, elements of competency, and behavioral indicators that are used for the testing and assessment:

Table of the details of the core competencies, elements of competency, and behavioral indicators framework for the assessment.

Core Competency	Elements of Competency	Behavioral Indicator
1. Learning management	1.1 Develop educational institution's curricular; learning management, learning media, learning measurement and evaluation.	1.1.1 Able to analyze the consistency of learning areas and learning standards of the core curriculum as well as educational institution's curricular. 1.1.2 Able to analyze the consistency of learning areas to develop learners into an intellectual and innovator.
	1.2 Integrate knowledge and the art of teaching for the planning and management of learning that can develop learners into an intellectual and innovator.	1.2.1 Able to create a learning management plan to develop learners into an intellectual and innovator. 1.2.2 Able to manage learning in accordance with the learning management plan to develop learners into an intellectual and innovator.
	1.3 Organize activities and create proper learning environment for learner happiness with special recognition to learner wellness.	1.3.1 Able to organize activities and create proper learning environment for learner happiness. 1.3.2 Able to organize activities and create proper learning environment with special recognition to learner wellness.
	1.4 Take care, assist and develop individual learner according to his or her potential; being able to produce systematic report on development of learner's quality.	1.4.1 Able to take care, assist and develop individual learner according to his or her potential. 1.4.2 Able to systematically report on outcomes of development of learner's quality.
	1.5 Research, generate innovation and apply digital technology for learners' educational benefits.	1.5.1 Able to conduct research related to the problems of learners. 1.5.2 Able to apply digital technology for learning management such as CAI, Google, Classroom, Kahoot etc.
	1.6 Work creatively with others and take part in professional activities.	1.6.1 Able to work creatively with others. 1.6.2 Take part in professional development activities.

Core Competency	Elements of Competency	Behavioral Indicator
2. Parent and community relations	2.1 Cooperate with parents in learner development and problem solving to foster desirable characteristics among learners.	2.1.1 Cooperate with parents in developing learners to have desirable characteristics required by the educational institution. 2.1.2 Cooperate with parents in solving learner problems to foster desirable characteristics required by the educational institution.
	2.2 Establish collaborative network with parents and community to support quality learning for learners.	2.2.1 Capable of establishing a collaborative network with parents to support quality learning for learners. 2.2.2 Capable of establishing a collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.
	2.3 Study and understand community contexts, being able to live together on the foundation of cultural differences.	2.3.1 Capable of reporting a study on the community environment by selecting the subjects as follows: 1) Lecturer in community 2) Local scholar in community 3) Learning resource in community 4) Community culture 5) Community Economy 2.3.2 Capable of conducting themselves to live with community properly.
	2.4 Promote and preserve culture and local wisdom.	2.4.1 Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows: 1) Lecturer on community culture and local wisdom 2) Local scholar on community culture and local wisdom 3) Learning resource in community on culture and local wisdom 4) Preserving local culture and wisdom 2.4.2 Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of lecturer on community culture and local wisdom 2) Body of knowledge of local scholar on community culture and local wisdom 3) Body of knowledge from learning resource in community on culture and local wisdom

Core Competency	Elements of Competency	Behavioral Indicator
3. Performance of teachers' duties and professional code of ethics	3.1 Committed to the promoting of learners' development with the true spirit of a teacher.	3.1.1 Committed to improve learners to achieve learning, practical skills and good characteristics to reach the full capability with appropriate methods for learners' ability and age levels. 3.1.2 Care for and be merciful to, pay attention to, assist and develop learners properly with generosity.
	3.2 Promote learning by being attentive to and accepting of individual differences of learners.	3.2.1 Promote continuous learning by being attentive to learners. 3.2.2 Accept of individual differences of learners on sex/gender, race, religion, culture and learning levels.
	3.3 Inspire learners to seek knowledge and become an innovator.	3.3.1 Motivate and inspire in learning with positive reinforcement for learners. 3.3.2 Promote learners to show their abilities and creative thinking to the fullest potentiality.
	3.4 Improve themselves to be well-informed, modern and cognizant of changes.	3.4.1 Keep up with educational, social, political, governmental and economic information by effectively applying/connecting to learning management content. 3.4.2 Apply new and interesting concepts, techniques, or knowledge to be a part of properly designing learning activities.
	3.5 Provide a role model for good, moral, ethical and resilient citizen.	3.5.1 Conduct themselves as a good role model in terms of physical conduct, speech and mental conduct, as well as morality, ethics. 3.5.2 Act by adhering to moral principles equally and take part in assisting people in organization to live peacefully together.
	3.6 Personal ethics	3.6.1 Comply with the agreements, rules of school voluntarily both of teaching practicum and other duties in school. 3.6.2 Keep up with information and adjust themselves to be in line with professional, technological, economic, social and political changes.
	3.7 Professional code of ethics	3.7.1 Have faith, integrity and responsibility to the teaching profession. 3.7.2 Act as a good member of the professional organization.

Core Competency	Elements of Competency	Behavioral Indicator
	3.8 Client centered ethics	3.8.1 Equitably provide services with sincerity. 3.8.2 Do not demand or accept any interest which would be considered abuses their authority.
	3.9 Collegial ethics	3.9.1 Dedicated to assist professional colleagues under the corrective principles. 3.9.2 Create synergy among themselves.
	3.10 Societal ethics	3.10.1 Initiate, plan or be a leader in activities related to economic, social, religious, art and cultural, intellectual or environmental conservation and development, with consideration given to the public interests mainly. 3.10.2 Comply strictly with social norms under the democratic regime of government with the King as Head of the State.

The details of quality level in each five levels of the behavior indicators must be in accordance with the criteria of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards, which provide details in the criteria for the testing and assessment.

Section 2: The scoring criteria of the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards

2.1 Learning management

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
1.1 Develop educational institution's curricular; learning management, learning media, learning measurement and evaluation.	1.1.1 Able to analyze the consistency of learning areas and learning standards of the core curriculum as well as educational institution's curricular.	The learning management plan is not consistent with the learning areas and learning standards.	The learning management plan is consistent with the learning areas and learning standards.	The learning management plan is consistent with the learning areas and (1) Learning standards (2) Indicators	The learning management plan is consistent with the learning areas and (1) Learning standards (2) Indicators (3) Learners' key competencies	The learning management plan is consistent with learning areas and (1) Learning standards (2) Indicators (3) Learners' key competencies (4) Learning measurement and evaluation
	1.1.2 Able to analyze the consistency of learning areas to develop learners into an intellectual and innovator.	The learning management plan is not consistent with the learning areas and 1) The development guidelines for learners to be able to evaluate their own ideas. (2) The development guidelines for learners to think creatively.	The learning management plan is consistent with the learning areas and 1) The development guidelines for learners to be able to evaluate their own ideas or; (2) The development guidelines for learners to think creatively.	The learning management plan is consistent with the learning areas and 1) The development guidelines for learners to be able to evaluate their own ideas. (2) The development guidelines for learners to think creatively.	The learning management plan is consistent with the learning areas and 1) The development guidelines for learners to be able to evaluate their own ideas. (2) The development guidelines for learners to think creatively.	The learning management plan is consistent with the learning areas and 1) The development guidelines for learners to be able to evaluate their own ideas. (2) The development guidelines for learners to think creatively.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
					(3) The guidelines for development that encourage learners to create their tasks/works as a result of creative thinking.	3) The guidelines for development that encourage learners to create their tasks/works as a result of creative thinking (4) The learner promotion guidelines for publicizing their creative thinking tasks/works.
1.2 Integrate knowledge and the art of teaching for the planning and management of learning that can develop learners into an intellectual and innovator.	1.2.1 Able to create a learning management plan to develop learners into an intellectual and innovator.	(1) Create the learning management plan that specify behavioral objectives, activities, learning media, methods and tools for learning measurement and evaluation.	(1) Create the learning management plan that specify behavioral objectives, activities, learning media, methods and tools for learning measurement and evaluation. (2) Design learning activities that are consistent with the learning objectives.	(1) Create the learning management plan that specify behavioral objectives, activities, learning media, methods and tools for learning measurement and evaluation. (2) Design learning activities that are consistent with the learning objectives.	(1) Create the learning management plan that specify behavioral objectives, activities, learning media, methods and tools for learning measurement and evaluation. (2) Design learning activities that are consistent with the learning objectives.	(1) Create the learning management plan that specify behavioral objectives, activities, learning media, methods and tools for learning measurement and evaluation. (2) Design learning activities that are consistent with the learning objectives.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
					(3) Design learning activities that focus on learners.	(3) Design learning activities that focus on learners.
				(3) Design learning activities that focus on learners.	(4) Design learning activities that focus on learners to think critically and summarize the knowledge themselves.	(4) Design learning activities that focus on learners to think critically and summarize the knowledge themselves. (5) Design learning activities that focus on learners to have creative thinking for their tasks/works.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
	1.2.2 Able to manage learning in accordance with the learning management plan to develop learners into an intellectual and innovator.	(1) Organize learning activities in accordance with the learning management plan, which consists of three steps: introduction, body, and conclusion that specify behavioral objectives, activities, learning media , methods and tools for learning measurement and evaluation.	(1) Organize learning activities in accordance with the learning management plan, which consists of three steps: introduction, body, and conclusion that specify behavioral objectives, activities, learning media , methods and tools for learning measurement and evaluation. (2) Organize learning activities that are consistent with the learning objectives.	(1) Organize learning activities in accordance with the learning management plan, which consists of three steps: introduction, body, and conclusion that specify behavioral objectives, activities, learning media , methods and tools for learning measurement and evaluation. (2) Organize learning activities that are consistent with the learning objectives.	(1) Organize learning activities in accordance with the learning management plan, which consists of three steps: introduction, body, and conclusion that specify behavioral objectives, activities, learning media , methods and tools for learning measurement and evaluation. (2) Organize learning activities that are consistent with the learning objectives.	(1) Organize learning activities in accordance with the learning management plan, which consists of three steps: introduction, body, and conclusion that specify behavioral objectives, activities, learning media , methods and tools for learning measurement and evaluation. (2) Organize learning activities that are consistent with the learning objectives.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
				(3) Organize learning activities that focus on learners.	(3) Organize learning activities that focus on learners. (4) Organize learning activities that encourage learners to think critically and summarize their own knowledge.	(3) Organize learning activities that focus on learners. (4) Organize learning activities that encourage learners to think critically and summarize their own knowledge. (5) Organize learning activities that encourage learners to think creatively for their tasks/works.
1.3 Organize activities and create proper learning environment for learner happiness with special recognition to learner wellness.	1.3.1 Able to organize activities and create proper learning environment for learner happiness.	Organize activities, regardless of environment that make learners relax.	Organize activities and create comfortable learning environment that enable learners to (1) be enjoyable	Organize activities and create comfortable learning environment that enable learners to (1) be enjoyable (2) feel safe	Organize activities and create comfortable learning environment that enable learners to (1) be enjoyable (2) feel safe (3) have the courage to ask	Organize activities and create comfortable learning environment that enable learners to (1) be enjoyable (2) feel safe (3) have the courage to ask (4) have the courage to express their opinions.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
	1.3.2 Able to organize activities and create proper learning environment with special recognition to learner wellness.	Organize activities, regardless of learner wellness.	Organize activities and create proper learning environment, with consideration given to learner wellness from 1 of the following lists:	Organize activities and create proper learning environment, with consideration given to learner wellness from 2 of the following lists:	Organize activities and create proper learning environment, with consideration given to learner wellness from 3 of the following lists:	Organize activities and create proper learning environment, with consideration given to learner wellness from 4 of the following lists:
			(1) Physical readiness (2) Emotional readiness (3) Taking part in doing activities (4) Learning ability	(1) Physical readiness (2) Emotional readiness (3) Taking part in doing activities (4) Learning ability	(1) Physical readiness (2) Emotional readiness (3) Taking part in doing activities (4) Learning ability	(1) Physical readiness (2) Emotional readiness (3) Taking part in doing activities (4) Learning ability
1.4 Take care, assist and develop individual learner according to his or her potential; being able to produce systematic report on development of learner's quality.	1.4.1 Able to take care, assist and develop individual learner according to his or her potential.	Not analyze learning problems of individual learner.	(1) Analyze learning problems of individual learner.	(1) Analyze learning problems of individual learner. (2) Seek solutions in solving learning problem of learners.	(1) Analyze learning problems of individual learner. (2) Seek solutions in solving learning problem of learners. (3) Seek guidelines for promoting learning of learners.	(1) Analyze learning problems of individual learner. (2) Seek solutions in solving learning problem of learners. (3) Seek guidelines for promoting learning of learners. (4) Monitor the performance results.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
	1.4.2 Able to systematically report on outcomes of development of learner's quality.	<u>Not have</u> a report on the results of development of learner's quality.	Have a report on (1) the analysis results of learning problems of individual learner.	Have a report on (1) the analysis results of learning problems of individual learner. (2) Problem solving guidelines on learning problems of individual learner.	Have a report on (1) the analysis results of learning problems of individual learner. (2) Problem solving guidelines on learning problems of individual learner.	Have a report on (1) the analysis results of learning problems of individual learner. (2) Problem solving guidelines on learning problems of individual learner.
					(3) Learning promotion guidelines of individual learner.	(3) Learning promotion guidelines of individual learner. (4) Monitoring of the performance results
1.5 Research, generate innovation and apply digital technology for learners' educational benefits.	1.5.1 Able to conduct research related to the problems of learners.	<u>Not</u> conduct research or conduct research that <u>is not consistent</u> with the learning problems of learners and <u>not be in accordance</u> with the research methodology.	Conduct research that <u>is not consistent</u> with the learning problems of learners <u>but be in accordance</u> with the research methodology.	(1) Conduct research that is consistent with the learning problems of learners in accordance with the research methodology accurately.	(1) Conduct research that is consistent with the learning problems of learners in accordance with the research methodology accurately.	(1) Conduct research that is consistent with the learning problems of learners in accordance with the research methodology accurately.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
					(2) Apply the research findings for planning on learning problem-solving of learners.	(2) Apply the research findings for planning on learning problem-solving of learners. (3) Publicize or generate innovation from the research findings for learners' educational benefits.
	1.5.2 Able to apply digital technology for learning management such as CAI, Google Classroom, Kahoot, etc.	Not apply or apply digital technology to serve as a model for learning management.	Apply digital technology as a supplementary media in the learning management.	Apply digital technology (1) as a comprehensive replacement for the learning management.	Apply digital technology (1) as a comprehensive replacement for the learning management. (2) for assessing learners' learning outcomes.	Apply digital technology (1) as a comprehensive replacement for learning management. (2) for assessing learners' learning outcomes. (3) for giving reflections of the learning outcomes to learners.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
1.6 Work creatively with others and take part in professional activities.	1.6.1 Able to Work creatively with others.	Not be able to work with: (1) Mentor (2) Pre-service teacher (3) Teacher in school and (4) Administrator	Be able to work successfully with: (1) Mentor	Be able to work successfully with: (1) Mentor and (2) Pre-service teacher	Be able to work successfully with: (1) Mentor (2) Pre-service teacher and (3) Teacher in school	Be able to work successfully with: (1) Mentor (2) Pre-service teacher and (3) Teacher in school and (4) Administrator
	1.6.2 Take part in professional development activities.	Not participate in any professional development activities organized by the school.	Sometimes participate in professional development activities organized by the school.	Regularly participate in professional development activities organized by the school.	Regularly participate in professional development activities at school and take part in organizing professional development activities.	Every time participate in professional development activities at school and take part in organizing professional development activities.

2.2 Parent and community relations

2.2.1 For an assessor who is not a representative of the educational institution board.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
1. Cooperate with parents in learner development and problem solving to foster desirable characteristics among learners.	2.1.1 Cooperate with parents in developing learners to have desirable characteristics required by the educational institutions.	(1) Set guidelines for cooperation with parents in promoting learners' development to have desirable characteristics required by the educational institutions.	(1) Set guidelines for cooperation with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (2) Cooperate with parents in promoting learners' development to have desirable characteristics required by the educational institutions.	(1) Set guidelines for cooperation with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (2) Cooperate with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (3) summarize learner development outcomes to have desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (2) Cooperate with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (3) summarize learner development outcomes to have desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (2) Cooperate with parents in promoting learners' development to have desirable characteristics required by the educational institutions. (3) summarize learner development outcomes to have desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
					(4) Monitor development outcomes of learners to have desirable characteristics required by the educational institution.	(4) Monitor development outcomes of learners to have desirable characteristics required by the educational institution. (5) Reported on the outcomes for cooperation with parents in promoting learners to have desirable characteristics required by the educational institution.
	2.1.2 Cooperate with parents in solving learner problems to foster desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in solving learners' problems in order to foster desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in solving learners' problems in order to foster desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in solving learners' problems in order to foster desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in solving learners' problems in order to foster desirable characteristics required by the educational institution.	(1) Set guidelines for cooperation with parents in solving learners' problems in order to foster desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
			(2) Cooperate with parents in solving learners' problems to foster learners desirable characteristics required by the educational institution.	(2) Cooperate with parents in solving learners' problems to foster learners desirable characteristics required by the educational institution. (3) Summarize the outcomes on problem solving of learners to foster desirable characteristics required by the educational institution.	(2) Cooperate with parents in solving learners' problems to foster learners desirable characteristics required by the educational institution. (3) Summarize the outcomes on problem solving of learners to foster desirable characteristics required by the educational institution. (4) Continuously monitor the outcomes on problem solving of learners to foster desirable characteristics required by the educational institution.	(2) Cooperate with parents in solving learners' problems to foster learners desirable characteristics required by the educational institution. (3) Summarize the outcomes on problem solving of learners to foster desirable characteristics required by the educational institution. (4) Continuously monitor the outcomes on problem solving of learners to foster desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
						(5) Reported the outcomes of cooperation with parents in solving learners' problems to foster desirable characteristics required by the educational institution.
2.2 Establish collaborative network with parents and community to support quality learning for learners.	2.2.1 Capable of establishing a collaborative network with parents to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with parents to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with parents to support quality learning for learners. (2) Establish collaborative network with parents to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with parents to support quality learning for learners. (2) Establish collaborative network with parents to support quality learning for learners. (3) Conduct the cooperation with parents to support quality learning for learners in accordance with the prescribed guidelines.	(1) Set guidelines for establishing collaborative network with parents to support quality learning for learners. (2) Establish collaborative network with parents to support quality learning for learners. (3) Conduct the cooperation with parents to support quality learning for learners in accordance with the prescribed guidelines.	(1) Set guidelines for establishing collaborative network with parents to support quality learning for learners. (2) Establish collaborative network with parents to support quality learning for learners. (3) Conduct the cooperation with parents to support quality learning for learners in accordance with the prescribed guidelines.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
					(4) Continuously monitor the outcomes of using a collaborative network with parents to support learners' quality learning.	(4) Continuously monitor the outcomes of using a collaborative network with parents to support learners' quality learning. (5) Report the outcomes of using a collaborative network with parents to support learners' quality learning.
	2.2.2 Capable of establishing a collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(1) Set guidelines for establishing collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.

Elements of Competency	Behavioral Indicator	Quality levels				
		1	2	3	4	5
			(2) Establish collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(2) Establish collaborative network with community such as local scholar, local administrative agency to support quality learning for learners. (3) Conduct the cooperation with community such as local scholar, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.	(2) Establish collaborative network with community such as local scholar, local administrative agency to support quality learning for learners. (3) Conduct the cooperation with community such as local scholar, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.	(2) Establish collaborative network with community such as local scholar, local administrative agency to support quality learning for learners. (3) Conduct the cooperation with community such as local scholar, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Continuously monitor the outcomes of using a collaborative network with community such as local scholar, local administrative agency to support quality learning for learners.	(4) Continuously monitor the outcomes of using a collaborative network with community such as local scholar, local administrative agency to support quality learning for learners. (5) Report the outcomes of using a collaborative network with community such as local scholar, local administrative agency to support continuously quality learning for learners.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
2.3 Study and understand community contexts, being able to live together on the foundation of cultural differences.	2.3.1 Capable of reporting a study on the community environment by selecting the subjects as follows: 1) Lecturer in community 2) Local scholar in community 3) Learning resource in community 4) Community culture 5) Community Economy	(1) Set guidelines for studying a community environment.	(1) Set guidelines for studying a community environment. (2) Conduct the community environment study in accordance with the guidelines provided in item (1).	(1) Set guidelines for studying a community environment. (2) Conduct the community environment study in accordance with the guidelines provided in item (1). (3) Have a report on the findings of one community environment study.	(1) Set guidelines for studying a community environment. (2) Conduct the community environment study in accordance with the guidelines provided in item (1). (3) Have a report on the findings of two community environment studies.	(1) Set guidelines for studying a community environment. (2) Conduct the community environment study in accordance with the guidelines provided in item (1). (3) Have a report on the findings of three community environment studies.
	2.3.2 Capable of conducting themselves to live with community properly.	(1) Participate in community activities.	(1) Participate in community activities. (2) Take part in organizing community activities.	(1) Participate in community activities. (2) Take part in organizing community activities. (3) Conduct themselves properly in accordance with the economic, social and political environments of community.	(1) Participate in community activities. (2) Take part in organizing community activities. (3) Conduct themselves properly in accordance with the economic, social and political environments of community.	(1) Participate in community activities. (2) Take part in organizing community activities. (3) Conduct themselves properly in accordance with the economic, social and political environments of community.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Receive requests from the community to take part in organizing community activities.	(4) Continuously receive requests from the community to take part in organizing community activities.
2.4 Promote and preserve culture and local wisdom.	2.4.1 Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows: 1) Lecturer on community culture and local wisdom; 2) Local scholar on community culture and local wisdom;	(1) Set guidelines for studying on community culture and local wisdom.	(1) Set guidelines for studying on community culture and local wisdom. (2) Conduct the study on community culture and local wisdom in accordance with the guidelines provided in item (1).	(1) Set guidelines for studying on community culture and local wisdom. (2) Conduct the study on community culture and local wisdom in accordance with the guidelines provided in item (1). (3) Report the study results of one community culture and local wisdom study.	(1) Set guidelines for studying on local community culture and wisdom. (2) Conduct the study on local community culture and wisdom in accordance with the guidelines provided in item (1). (3) Report the study results of two community culture and local wisdom studies.	(1) Set guidelines for studying on local community culture and wisdom. (2) Conduct the study on local community culture and wisdom in accordance with the guidelines provided in item (1). (3) Report the study results of three community culture and local wisdom studies.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3) Learning resource in community on culture and local wisdom; 4) Preserving local culture and wisdom.					
	2.4.2 Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of lecturer on community culture and local wisdom;	(1) Set guidelines for integrating community culture and local wisdom in learning management in the classroom.	(1) Set guidelines for integrating community culture and local wisdom in learning management in the classroom. (2) Integrate community culture and local wisdom in accordance with the guidelines provided in item (1).	(1) Set guidelines for integrating community culture and local wisdom in learning management in the classroom. (2) Integrate community culture and local wisdom in accordance with the guidelines provided in item (1).	(1) Set guidelines for integrating community culture and local wisdom in learning management in the classroom. (2) Integrate community culture and local wisdom in accordance with the guidelines provided in item (1).	(1) Set guidelines for integrating community culture and local wisdom in learning management in the classroom. (2) Integrate community culture and local wisdom in accordance with the guidelines provided in item (1).

Elements of competency	Behavioral indicators	Quality levels				
		1	2	3	4	5
	2) Body of knowledge of local scholar on community culture and local wisdom; 3) Body of knowledge from learning resource in community on culture and local wisdom.			(3) Have a report on the integration results of community culture and local wisdom in learning management in the classroom.	(3) Have a report on the integration results of community culture and local wisdom in learning management in the classroom. (4) Take part in bringing students to participate in activities that promote culture and local wisdom.	(3) Have a report on the integration results of community culture and local wisdom in learning management in the classroom. (4) Take part in bringing students to participate in activities that promote culture and local wisdom continuously.

2.2.2 For an assessor who is a representative of the educational institution board.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
2.1 Cooperate with parents in learner development and problem solving to foster desirable characteristics among learners.	2.1.1 Cooperate with parents in developing learners to have desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to develop learners to have desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to develop learners to have desirable characteristics required by the educational institution. (2) Engage with the educational institution to cooperate with parents in learner development in order to have desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to develop learners to have desirable characteristics required by the educational institution. (2) Engage with the educational institution to cooperate with parents in learner development in order to have desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to develop learners to have desirable characteristics required by the educational institution. (2) Engage with the educational institution to cooperate with parents in learner development in order to have desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to develop learners to have desirable characteristics required by the educational institution. (2) Engage with the educational institution to cooperate with parents in learner development in order to have desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
				(3) Engage with the educational institution in the conclusion of outcomes of parent cooperation for developing learners with desired characteristics required by the educational institution.	(3) Engage with the educational institution in the conclusion of outcomes of parent cooperation for developing learners with desired characteristics required by the educational institution. (4) Concretely engage with the educational institution in monitoring the outcomes of parent cooperation in developing learners to have desirable characteristics required by the educational institution.	(3) Engage with the educational institution in the conclusion of outcomes of parent cooperation for developing learners with desired characteristics required by the educational institution. (4) Concretely engage with the educational institution in monitoring the outcomes of parent cooperation in developing learners to have desirable characteristics required by the educational institution. (5) Engage with the educational institution in reporting the outcomes of cooperation with parents in developing learners to have desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	2.1.2 Cooperate with parents in solving learner problems to foster desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to solve learners' problems to foster desirable characteristics required by the educational institution.	(1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to solve learners' problems to foster desirable characteristics required by the educational institution. (2) Engage with the educational institution for the cooperation with parents in solving learners' problems to foster desirable characteristics required by the educational institution.	1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to solve learners' problems to foster desirable characteristics required by the educational institution. (2) Engage with the educational institution for the cooperation with parents in solving learners' problems to foster desirable characteristics required by the educational institution. (3) Engage with the educational institution at the conclusion of the outcomes of the collaboration with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution.	1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to solve learners' problems to foster desirable characteristics required by the educational institution. (2) Engage with the educational institution for the cooperation with parents in solving learners' problems to foster desirable characteristics required by the educational institution. (3) Concretely engage with the educational institution at the conclusion of the outcomes of the collaboration with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution.	1) Engage with the educational institution in setting guidelines for the cooperation with parents in order to solve learners' problems to foster desirable characteristics required by the educational institution. (2) Engage with the educational institution for the cooperation with parents in solving learners' problems to foster desirable characteristics required by the educational institution. (3) Concretely engage with the educational institution at the conclusion of the outcomes of the collaboration with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Concretely engage with the educational institution in monitoring the outcomes of cooperation with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution.	(4) Concretely engage with the educational institution in monitoring the outcomes of cooperation with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution. (5) Engage with the educational institution in reporting the outcomes of cooperation with parents in order to solve learners' problems and foster desirable characteristics required by the educational institution.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
2.2 Establish collaborative network with parents and community to support quality learning for learners.	2.2.1 Capable of establishing a collaborative network with parents to support quality learning for learners.	(1) Participate with the educational institution in setting the collaborative network guidelines with parents for supporting quality learning for learners.	(1) Participate with the educational institution in setting the collaborative network guidelines with parents for supporting quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with parents to support quality learning for learners.	(1) Participate with the educational institution in setting the collaborative network guidelines with parents for supporting quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with parents to support quality learning for learners. (3) Participate with the educational institution in conducting the collaboration with parents to support quality learning for learners in accordance with the prescribed guidelines.	(1) Participate with the educational institution in setting the collaborative network guidelines with parents for supporting quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with parents to support quality learning for learners. (3) Participate with the educational institution in conducting the collaboration with parents to support quality learning for learners in accordance with the prescribed guidelines.	(1) Participate with the educational institution in setting the collaborative network guidelines with parents for supporting quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with parents to support quality learning for learners. (3) Participate with the educational institution in conducting the collaboration with parents to support quality learning for learners in accordance with the prescribed guidelines.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Continuously participate with the educational institution in monitoring the outcomes of collaboration with parents to support quality learning for learners.	(4) Continuously participate with the educational institution in monitoring the outcomes of collaboration with parents to support quality learning for learners. (5) Participate with the educational institution in reporting the outcomes of collaboration with parents to support quality learning for learners.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	2.2.2 Capable of establishing a collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.	(1) Participate with the educational institution in setting collaborative network guidelines with community such as local scholars, local administrative agency in order to support quality learning for learners.	(1) Participate with the educational institution in setting collaborative network guidelines with community such as local scholars, local administrative agency in order to support quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.	(1) Participate with the educational institution in setting collaborative network guidelines with community such as local scholars, local administrative agency in order to support quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.	(1) Participate with the educational institution in setting collaborative network guidelines with community such as local scholars, local administrative agency in order to support quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.	(1) Participate with the educational institution in setting collaborative network guidelines with community such as local scholars, local administrative agency in order to support quality learning for learners. (2) Participate with the educational institution in the establishment of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
				<p>(3) Participate with the educational institution in conducting the collaboration with community such as local scholars, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.</p>	<p>(3) Participate with the educational institution in conducting the collaboration with community such as local scholars, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.</p> <p>(4) Continuously participate with the educational institution in monitoring the outcomes of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.</p>	<p>(3) Participate with the educational institution in conducting the collaboration with community such as local scholars, local administrative agency to support quality learning for learners in accordance with the prescribed guidelines.</p> <p>(4) Continuously participate with the educational institution in monitoring the outcomes of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.</p>

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
						(5) Participate with the educational institution in reporting the results of collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.
2.3 Study and understand community contexts, being able to live together on the foundation of cultural differences.	2.3.1 Capable of reporting a study on the community environment by selecting the subjects as follows: 1) Lecturer in community 2) Local scholar in community 3) Learning resources in community 4) Community culture 5) Community economy	(1) Participate in the establishment of guidelines for studying community contexts with the educational institution.	(1) Participate in the establishment of guidelines for studying community contexts with the educational institution. (2) Participate with the educational institution in conducting a study on community contexts in accordance with the prescribed guidelines.	(1) Participate in the establishment of guidelines for studying community contexts with the educational institution. (2) Participate with the educational institution in conducting a study on community contexts in accordance with the prescribed guidelines.	(1) Participate in the establishment of guidelines for studying community contexts with the educational institution. (2) Participate with the educational institution in conducting a study on community contexts in accordance with the prescribed guidelines.	(1) Participate in the establishment of guidelines for studying community contexts with the educational institution. (2) Participate with the educational institution in conducting a study on community contexts in accordance with the prescribed guidelines.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
				(3) Participate in reporting the study results of community context with the educational institution for one subject.	(3) Participate in reporting the study results of community context with the educational institution for one subject.	(3) Participate in reporting the study results of community context with the educational institution for one subject.
	2.3.2 Capable of conducting themselves to live with community properly.	(1) Participate in community activities with the educational institution.	(1) Participate in community activities with the educational institution. (2) Participate in organizing community activities with the educational institution.	(1) Participate in community activities with the educational institution. (2) Participate in organizing community activities with the educational institution. (3) Conduct themselves properly in accordance with the community contexts.	(1) Participate in community activities with the educational institution. (2) Participate in organizing community activities with the educational institution. (3) Conduct themselves properly in accordance with the community contexts. (4) Receive requests to take part in organizing community activities.	(1) Have participated with the educational institution in activities of community. (2) Have participated with the educational institution in organizing activities of community. (3) Have conducted oneself to live with community properly. (4) Continuously receive requests to take part in organizing community activities.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
2.4 Promote and preserve culture and local wisdom.	2.4.1 Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows: 1) Lecturer on community culture and local wisdom; 2) Local scholar on community culture and local wisdom; 3) Learning resource in community on culture and local wisdom; 4) Preserving local culture and wisdom.	(1) Engage with the educational institution in setting guidelines for studying community culture and local wisdom.	(1) Engage with the educational institution in setting guidelines for studying community culture and local wisdom. (2) Engage with the educational institution in conducting the study on community culture and local wisdom in accordance with the prescribed guidelines.	(1) Engage with the educational institution in setting guidelines for studying community culture and local wisdom. (2) Engage with the educational institution in conducting the study on community culture and local wisdom in accordance with the prescribed guidelines. (3) Engage with the educational institution in reporting the study results on community culture and local wisdom for one subject.	(1) Engage with the educational institution in setting guidelines for studying community culture and local wisdom. (2) Engage with the educational institution in conducting the study on community culture and local wisdom in accordance with the prescribed guidelines. (3) Engage with the educational institution in reporting the study results on community culture and local wisdom for two subjects.	(1) Engage with the educational institution in setting guidelines for studying community culture and local wisdom. (2) Engage with the educational institution in conducting the study on community culture and local wisdom in accordance with the prescribed guidelines. (3) Engage with the educational institution in reporting the study results on community culture and local wisdom for three subjects.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	<p>2.4.2 Capable of integrating community culture and local wisdom in learning management in classroom, with the following subjects such as:</p> <p>1) Body of knowledge of lecturer on community culture and local wisdom;</p> <p>2) Body of knowledge of local scholar on community culture and local wisdom;</p> <p>3) Body of knowledge from learning resource in community on culture and local wisdom.</p>	<p>(1) Set guidelines for integrating the community culture and local wisdom in learning management in the classroom.</p>	<p>(1) Set guidelines for integrating the community culture and local wisdom in learning management in the classroom.</p> <p>(2) Conducted the integration on community culture and local wisdom in accordance with the prescribed guidelines.</p>	<p>(1) Set guidelines for integrating the community culture and local wisdom in learning management in the classroom.</p> <p>(2) Conducted the integration on community culture and local wisdom in accordance with the prescribed guidelines.</p> <p>(3) Report the integration outcomes of community culture and local wisdom in learning management in the classroom.</p>	<p>(1) Set guidelines for integrating the community culture and local wisdom in learning management in the classroom.</p> <p>(2) Conducted the integration on community culture and local wisdom in accordance with the prescribed guidelines.</p> <p>(3) Report the integration outcomes of community culture and local wisdom in learning management in the classroom.</p> <p>(4) Take part in bringing students to participate in the promotion and preservation of culture and local wisdom activities.</p>	<p>(1) Set guidelines for integrating the community culture and local wisdom in learning management in the classroom.</p> <p>(2) Conducted the integration on community culture and local wisdom in accordance with the prescribed guidelines.</p> <p>(3) Report the integration outcomes of community culture and local wisdom in learning management in the classroom.</p> <p>(4) Continuously take part in bringing students to participate in the promotion and preservation of culture and local wisdom activities.</p>

2.3 Criteria for Teacher Professional Competency Assessment on Performance of Teachers Duties and Professional Code of Ethics.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.1 Committed to the promoting of learners' development with the true spirit of a teacher.	3.1.1 Committed to improve learners to achieve learning, practical skills and good characteristics to reach the full capability with appropriate methods for learners' ability and age levels.	(1) Organize learning activities based on the aptitudes and interests of learners.	(1) Organize learning activities based on the aptitudes and interests of learners. (2) Give priority to learners thoroughly and equally.	(1) Organize learning activities based on the aptitudes and interests of learners. (2) Give priority to learners thoroughly and equally. (3) Create a development approach /address faults in learning, practical skills, and learner characteristics that are appropriate to their ability and age levels.	(1) Organize learning activities based on the aptitudes and interests of learners. (2) Give priority to learners thoroughly and equally. (3) Create a development approach /address faults in learning, practical skills, and learner characteristics that are appropriate to their ability and age levels. (4) Apply the development approach/address problems for learners in accordance with the circumstances. appropriately.	(1) Organize learning activities based on the aptitudes and interests of learners. (2) Give priority to learners thoroughly and equally. (3) Create a development approach /address faults in learning, practical skills, and learner characteristics that are appropriate to their ability and age levels. (4) Apply the development approach/address problems for learners in accordance with the circumstances. appropriately. (5) Monitor and examine learners' learning outcomes.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.1.2 Care for and be merciful to, pay attention to, assist and develop learners properly with generosity.	(1) Take care and pay attention to all students in the classroom equally.	(1) Take care and pay attention to all students in the classroom equally. (2) Listen to students' problems equitably.	(1) Take care and pay attention to all students in the classroom equally. (2) Listen to students' problems equitably. (3) Guide learning and living life solutions for learners.	(1) Take care and pay attention to all students in the classroom equally. (2) Listen to students' problems equitably. (3) Guide learning and living life solutions for learners.	(1) Take care and pay attention to all students in the classroom equally. (2) Listen to students' problems equitably. (3) Guide learning and living life solutions for learners.
					(4) Continuously guide and assist learners with their problems until they are reduced or solved.	(4) Continuously guide and assist learners with their problems until they are reduced or solved. (5) Provide guidance until students are able to find solutions on their own for both studying and living life.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.2 Promote learning by being attentive to and accepting of individual differences of learners.	3.2.1 Promote continuous learning by being attentive to learners.	(1) Capable of analyzing needs/ learning problems of learners.	(1) Capable of analyzing needs/ learning problems of learners. (2) Capable of providing learning media/equipment /innovation that is conducive to learning.	(1) Capable of analyzing needs/ learning problems of learners. (2) Capable of providing learning media/equipment /innovation that is conducive to learning. (3) Give opportunities for learners to participate in designing learning activities.	(1) Capable of analyzing needs/ learning problems of learners. (2) Capable of providing learning media/equipment /innovation that is conducive to learning. (3) Give opportunities for learners to participate in designing learning activities. (4) Have methods in motivating learners to interact with one another in order to strengthen quality of learning.	(1) Capable of analyzing needs/ learning problems of learners. (2) Capable of providing learning media/equipment /innovation that is conducive to learning. (3) Give opportunities for learners to participate in designing learning activities. (4) Have methods in motivating learners to interact with one another in order to strengthen quality of learning. (5) Constantly adjust learning management methods to be interesting and modern.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.2.2 Accept of individual differences of learners on sex/gender, race, religion, culture and learning levels.	(1) Provide environment that is conducive to learning for learners who have the differences on sex/gender, race, religion and culture.	(1) Provide environment that is conducive to learning for learners who have the differences on sex/gender, race, religion and culture. (2) Equitably give opportunities for learners to participate in organizing learning activities.	(1) Provide environment that is conducive to learning for learners who have the differences on sex/gender, race, religion and culture. (2) Equitably give opportunities for learners to participate in organizing learning activities.	(1) Provide environment that is conducive to learning for learners who have the differences on sex/gender, race, religion and culture. (2) Equitably give opportunities for learners to participate in organizing learning activities.	(1) Provide environment that is conducive to learning for learners who have the differences on sex/gender, race, religion and culture. (2) Equitably give opportunities for learners to participate in organizing learning activities.
				(3) Encourage learners to be developed to their highest capability/potentiality.	(3) Encourage learners to be developed to their highest capability/potentiality. (4) Conduct themselves equally with learners who have the differences on sex/gender, race, religion and culture. (outside the classroom)	(3) Encourage learners to be developed to their highest capability/potentiality. (4) Conduct themselves equally with learners who have the differences on sex/gender, race, religion and culture. (outside the classroom) (5) Motivate or persuade students or colleagues to accept of individual differences.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
						(3) Encourage learners to be developed to their highest capability/potentiality. (4) Conduct themselves equally with learners who have the differences on sex/gender, race, religion and culture. (outside the classroom) (5) Motivate or persuade students or colleagues to accept of individual differences.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.3 Inspire learners to seek knowledge and become an innovator.	3.3.1 Motivate and inspire in learning with positive reinforcement for learners	(1) Capable of analyzing leaning behavior of learners.	(1) Capable of analyzing leaning behavior of learners. (2) Have a variety of techniques to motivate learners to learn.	(1) Capable of analyzing leaning behavior of learners. (2) Have a variety of techniques to motivate learners to learn. (3) Use positive reinforcement to properly motivate and inspire learning.	(1) Capable of analyzing leaning behavior of learners. (2) Have a variety of techniques to motivate learners to learn. (3) Use positive reinforcement to properly motivate and inspire learning. (4) Have a positive change of learning behavior in learners.	(1) Capable of analyzing leaning behavior of learners. (2) Have a variety of techniques to motivate learners to learn. (3) Use positive reinforcement to properly motivate and inspire learning. (4) Have a positive change of learning behavior in learners. (5) Apply techniques/methods that are recognized by colleagues.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.3.2 Promote learners to show their abilities and creative thinking to the fullest potentiality.	(1) Provide teaching techniques that motivate learners to show their abilities and creative thinking.	(1) Provide teaching techniques that motivate learners to show their abilities and creative thinking. (2) Give/seek opportunities for learners to show their abilities and creative thinking.	(1) Provide teaching techniques that motivate learners to show their abilities and creative thinking. (2) Give/seek opportunities for learners to show their abilities and creative thinking. (3) Support resources or facilitate learners to show their abilities and creative thinking.	(1) Provide teaching techniques that motivate learners to show their abilities and creative thinking. (2) Give/seek opportunities for learners to show their abilities and creative thinking. (3) Support resources or facilitate learners to show their abilities and creative thinking. (4) Dedicated to develop the abilities and creative thinking of learners.	(1) Provide teaching techniques that motivate learners to show their abilities and creative thinking. (2) Give/seek opportunities for learners to show their abilities and creative thinking. (3) Support resources or facilitate learners to show their abilities and creative thinking. (4) Dedicated to develop the abilities and creative thinking of learners. (5) Learners are capable of creating new and interesting tasks/works.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.4 Improve themselves to be well-informed, modern and cognizant of changes.	3.4.1 Keep up with educational, social, political, governmental and economic information by effectively applying/connecting to learning management content.	(1) Able to access to diverse media/sources of knowledge.	(1) Able to access to diverse media/sources of knowledge. (2) Able to analyze and assess the reliability of media/sources of knowledge.	(1) Able to access to diverse media/sources of knowledge. (2) Able to analyze and assess the reliability of media/sources of knowledge. (3) Have knowledge about educational, social, political, governmental and economic information that are accurate, modern and cognizant of changes.	(1) Able to access to diverse media/sources of knowledge. (2) Able to analyze and assess the reliability of media/sources of knowledge. (3) Have knowledge about educational, social, political, governmental and economic information that are accurate, modern and cognizant of changes. (4) Able to apply/connect knowledge effectively to the contents in learning management.	(1) Able to access to diverse media/sources of knowledge. (2) Able to analyze and assess the reliability of media/sources of knowledge. (3) Have knowledge about educational, social, political, governmental and economic information that are accurate, modern and cognizant of changes. (4) Able to apply/connect knowledge effectively to the contents in learning management. (5) Able to exchange/convey the knowledge to colleagues.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.4.2 Apply new and interesting concepts, techniques, or knowledge to be a part of properly designing learning activities.	(1) Capable of designing or developing techniques for managing learning activities in a variety of settings.	(1) Capable of designing or developing techniques for managing learning activities in a variety of settings. (2) Capable of applying new concepts, techniques or knowledge to design or organize learning activities.	(1) Capable of designing or developing techniques for managing learning activities in a variety of settings. (2) Capable of applying new concepts, techniques or knowledge to design or organize learning activities. (3) Capable of applying digital technology for learning activities	(1) Capable of designing or developing techniques for managing learning activities in a variety of settings. (2) Capable of applying new concepts, techniques or knowledge to design or organize learning activities. (3) Capable of applying digital technology for learning activities (4) Capable of publicizing, recommending or consulting colleagues on the implementation of new concepts, techniques or knowledge.	(1) Capable of designing or developing techniques for managing learning activities in a variety of settings. (2) Capable of applying new concepts, techniques or knowledge to design or organize learning activities. (3) Capable of applying digital technology for learning activities (4) Capable of publicizing, recommending or consulting colleagues on the implementation of new concepts, techniques or knowledge.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
						(5) Be a role model or be recognized in applying new concepts, techniques or knowledge for managing learning activities.
3.5 Provide a role model for good, moral, ethical and resilient citizen.	3.5.1 Conduct themselves as a good role model in terms of physical conduct, speech and mental conduct, as well as morality, ethics.	(1) Speak politely and dress properly.	(1) Speak politely and dress properly. (2) Be responsible for the assignment.	(1) Speak politely and dress properly. (2) Be responsible for the assignment. (3) Accept criticism and improve shortcomings in the performance.	(1) Speak politely and dress properly. (2) Be responsible for the assignment. (3) Accept criticism and improve shortcomings in the performance. (4) Perform duties with enthusiasm.	(1) Speak politely and dress properly. (2) Be responsible for the assignment. (3) Accept criticism and improve shortcomings in the performance. (4) Perform duties with enthusiasm. (5) Volunteer and assist colleagues and school in working willingly.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.5.2 Act by adhering to moral principles equally and take part in assisting people in organization to live peacefully together.	(1) Perform and conduct themselves based on the principle of accuracy.	(1) Perform and conduct themselves based on the principle of accuracy. (2) Be generous and accept a variety of opinions.	(1) Perform and conduct themselves based on the principle of accuracy. (2) Be generous and accept a variety of opinions. (3) Treat learners and professional colleagues equally without any discrimination.	(1) Perform and conduct themselves based on the principle of accuracy. (2) Be generous and accept a variety of opinions. (3) Treat learners and professional colleagues equally without any discrimination. (4) Address problems in a creative and peaceful way.	(1) Perform and conduct themselves based on the principle of accuracy. (2) Be generous and accept a variety of opinions. (3) Treat learners and professional colleagues equally without any discrimination. (4) Address problems in a creative and peaceful way. (5) Act by taking into consideration of the interests of the public mainly.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.6 Personal Ethics	3.6.1 Comply with the agreements, rules of school voluntarily both of teaching practicum and other duties in school.	(1) Behave in a manner which is appropriate to his/her status.	(1) Behave in a manner which is appropriate to the status. (2) Be a good role model in living life in accordance with Thai tradition and culture.	(1) Behave in a manner which is appropriate to the status. (2) Be a good role model in living life in accordance with Thai tradition and culture (3) Successfully perform assigned tasks with quality.	(1) Behave in a manner which is appropriate to the status. (2) Be a good role model in living life in accordance with Thai tradition and culture. (3) Successfully perform assigned tasks with quality. (4) Continuously seek knowledge and plan self-development.	(1) Behave in a manner which is appropriate to the status. (2) Be a good role model in living life in accordance with Thai tradition and culture. (3) Successfully perform assigned tasks with quality. (4) Continuously seek knowledge and plan self-development. (5) Persuade colleagues to comply with the agreements and rules of school.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.6.2 Keep up with information and adjust oneself to be in line with professional, technological, economic, social and political changes.	(1) Act as a good role model to be a change leader.	(1) Act as a good role model to be a change leader. (2) Committed to self-development on profession and personality.	(1) Act as a good role model to be a change leader. (2) Committed to self-development on profession and personality. (3) Continuously participate in development activities.	(1) Act as a good role model to be a change leader. (2) Committed to self-development on profession and personality. (3) Continuously participate in development activities. (4) Adjust oneself to be in line with professional, technological, economic, social and political changes.	(1) Act as a good role model to be a change leader. (2) Committed to self-development on profession and personality. (3) Continuously participate in development activities. (4) Adjust oneself to be in line with professional, technological, economic, social and political changes. (5) Adjust colleagues to be in line with professional, technological, economic, social and political changes.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.7 Professional Code of Ethics	3.7.1 Have faith, integrity and responsibility to the teaching profession.	(1) Work with integrity - physically, verbally and spiritually.	(1) Work with integrity - physically, verbally and spiritually. (2) work based on the correctness	(1) Work with integrity - physically, verbally and spiritually. (2) work based on the correctness (3) Perform duties that is responsible to the fullest capability.	(1) Work with integrity - physically, verbally and spiritually. (2) work based on correctness. (3) Perform assigned duties with full capability. (4) Strictly comply with the rules.	(1) Work with integrity - physically, verbally and spiritually. (2) work based on correctness. (3) Perform assigned duties with full capability. (4) Strictly comply with the rules. (5) Recognize the value of the teaching profession to society.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.7.2 Act as a good member of the professional organization.	(1) Develop his/her body of knowledge to be modern, cognizant of the society and events by attending academic conferences, training, and seminars.	(1) Develop his/her body of knowledge to be modern, cognizant of the society and events by attending academic conferences, training, and seminars. (2) Develop best practical skills of the profession such as attending development activities for new teaching techniques or classroom management.	(1) Develop his/her body of knowledge to be modern, cognizant of the society and events by attending academic conferences, training, and seminars. (2) Develop best practical skills of the profession such as attending development activities for new teaching techniques or classroom management. (3) Participate in activities with professional organization willingly.	(1) Develop his/her body of knowledge to be modern, cognizant of the society and events by attending academic conferences, training, and seminars. (2) Develop best practical skills of the profession such as attending development activities for new teaching techniques or classroom management. (3) Participate in activities with professional organization willingly. (4) Create/improve innovation that is beneficial to the profession.	(1) Develop his/her body of knowledge to be modern, cognizant of the society and events by attending academic conferences, training, and seminars. (2) Develop best practical skills of the profession such as attending development activities for new teaching techniques or classroom management. (3) Participate in activities with professional organization willingly. (4) Create/improve innovation that is beneficial to the profession. (5) Maintain and protect dignity of the profession.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.8 Client Centered Ethics	3.8.1 Equitably provide services with sincerity.	(1) Have generosity.	(1) Have generosity. (2) Provide services with sincerity.	(1) Have generosity. (2) Provide services with sincerity. (3) Treat service users equitably.	(1) Have generosity. (2) Provide services with sincerity. (3) Treat service users equitably. (4) Monitor the result of Service Performance.	(1) Have generosity. (2) Provide services with sincerity. (3) Treat service users equitably. (4) Monitor the result of Service Performance. (5) Enhance/improve the services efficiency.
	3.8.2 Do not demand or accept any interest which would be considered abuses their authority.	(1) Be honest and perform duties with sincerity.	(1) Be honest and perform duties with sincerity. (2) Do not demand any interest which would be considered abuses their authority.	(1) Be honest and perform duties with sincerity. (2) Do not demand any interest which would be considered abuses their authority. (3) Do not accept any undue benefits, despite being willingly offered.	(1) Be honest and perform duties with sincerity. (2) Do not demand any interest which would be considered abuses their authority. (3) Do not accept any undue benefits, despite being willingly offered.	(1) Be honest and perform duties with sincerity. (2) Do not demand any interest which would be considered abuses their authority. (3) Do not accept any undue benefits, despite being willingly offered.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Comply with regulations by taking into account the results which would affect the organization.	(4) Comply with regulations by taking into account the results which would affect the organization. (5) Improve the roles and duties of oneself ;being responsible for service users.
3.9 Collegial Ethics	3.9.1 Dedicated to assist professional colleagues under the corrective principles.	(1) Be generous and have sympathy for professional colleagues.	(1) Be generous and have sympathy for professional colleagues. (2) Sacrifice and be willing to understand others.	(1) Be generous and have sympathy for professional colleagues. (2) Sacrifice and be willing to understand others. (3) Assist professional colleagues willingly, despite not being requested.	(1) Be generous and have sympathy for professional colleagues. (2) Sacrifice and be willing to understand others. (3) Assist professional colleagues willingly, despite not being requested.	(1) Be generous and have sympathy for professional colleagues. (2) Sacrifice and be willing to understand others. (3) Assist professional colleagues willingly, despite not being requested.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
					(4) Provide assistance in an appropriate manner in accordance with the principles.	(4) Provide assistance in an appropriate manner in accordance with the principles. (5) Prevent damaging consequences.
	3.9.2 Create synergy among themselves.	(1) Have a compassionate heart that is always willing to understand others.	(1) Have a compassionate heart that is always willing to understand others. (2) Recognize the issues or disputes that may occur.	(1) Have a compassionate heart that is always willing to understand others. (2) Recognize the issues or disputes that occur. (3) Clarify/create an accurate understanding for others.	(1) Have a compassionate heart that is always willing to understand others. (2) Recognize the issues or disputes that occur. (3) Clarify/create an accurate understanding for others. (4) Find appropriate solutions to the conflicts.	(1) Have a compassionate heart that is always willing to understand others. (2) Recognize the issues or disputes that occur. (3) Clarify/create an accurate understanding for others. (4) Find appropriate solutions to the conflicts. (5) Have a way of creating a sustainable harmony/strength.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
3.10 Societal Ethics	3.10.1 Initiate, plan or be a leader in activities related to economic, social, religious, art and cultural, intellectual or environmental conservation and development, with consideration given to the public interests mainly.	(1) Have leadership in doing activities that are beneficial to the public.	(1) Have leadership in doing activities that are beneficial to the public. (2) Participate in economic, social, religious, art and cultural, intellectual or environmental conservation and development activities.	(1) Have leadership in doing activities that are beneficial to the public. (2) Participate in economic, social, religious, art and cultural, intellectual or environmental conservation and development activities. (3) Able to persuade others to participate in doing activities for cultural conservation.	(1) Have leadership in doing activities that are beneficial to the public. (2) Participate in economic, social, religious, art and cultural, intellectual or environmental conservation and development activities. (3) Able to persuade others to participate in doing activities for cultural conservation. (4) Initiate, plan and conduct activities in the conservation and development of economy, society, religion, art and culture, intellect or environment.	(1) Have leadership in doing activities that are beneficial to the public. (2) Participate in economic, social, religious, art and cultural, intellectual or environmental conservation and development activities. (3) Able to persuade others to participate in doing activities for cultural conservation. (4) Initiate, plan and conduct activities in the conservation and development of economy, society, religion, art and culture, intellect or environment. (5) Organize activities that reflect the interests of the public.

Elements of Competency	Behavioral Indicators	Quality levels				
		1	2	3	4	5
	3.10.2 Comply strictly with social norms under the democratic regime of government with the King as Head of the State.	(1) Adhere, support and promote the democratic regime of government with the King as Head of the State.	(1) Adhere, support and promote the democratic regime of government with the King as Head of the State. (2) Comply with the role and duty of oneself toward society.	(1) Adhere, support and promote the democratic regime of government with the King as Head of the State. (2) Comply with the role and duty of oneself toward society.	(1) Adhere, support and promote the democratic regime of government with the King as Head of the State. (2) Comply with the role and duty of oneself toward society.	(1) Adhere, support and promote the democratic regime of government with the King as Head of the State. (2) Comply with the role and duty of oneself toward society.
				(3) Comply with social norms under the democratic regime of government with the King as Head of the State.	(3) Comply with social norms under the democratic regime of government with the King as Head of the State. (4) Have faith and encourage others to follow.	(3) Comply with social norms under the democratic regime of government with the King as Head of the State. (4) Have faith and encourage others to follow. (5) Have faith and able to be a role model for professional colleagues and learners.

Section 3 Tools for the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards

The tools for the teacher professional competency testing and assessment of work performance and personal conduct based on teacher professional standards, which comprise:

- (1) Form for teacher professional competency assessment on learning management;
- (2) Form for teacher professional competency assessment on parent and community relations;
 - (2. 1) Form for teacher professional competency assessment on parent and community relations (For an assessor who is not a representative of the educational institution board);
 - (2. 2) Form for teacher professional competency assessment on parent and community relations (For an assessor who is a representative of the educational institution board)
- (3) Form for teacher professional competency assessment on performance of teachers' duties and professional code of ethics.

There are three (3) types of assessment forms as follows:

Form for Teacher Professional Competency Assessment on Learning Management

Directions:

1. Form for Teacher Professional Competency Assessment on Learning Management aimed at

1.1 To measure and assess teacher professional competency on learning management.

1.2 To take the pass results of the assessment criteria using as one of the conditions to obtain a teaching license.

2. Definition of Terms

2.1 Learning management competency means to the ability to analyze curriculums, plan and manage learning activities: applying technology for learning management, measurement and evaluation for developing learners, research and working with others as well as overseeing, assisting and learner development.

2.2 Assessment candidates means to the persons who are undertaking the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards, consisting of Thai nationals or foreigners who possess the qualifications in accordance with the notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020).

2.3 Assessors means to the persons who perform the duties for the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards for assessment candidates.

3. The assessors who perform the assessment consists of:

3.1 University supervisors, mentors, and educational institution administrators or may be a person who is assigned by the educational institution administrator, that person shall not be the same person as the mentor. In the case the candidate is a Thai/foreigner who is studying in the curriculum of degree in education or its equivalent accredited by the Teachers' Council of Thailand according to the qualification criteria prescribed by the sub-committee.

3.2 Personnel of educational institution that the candidate is undertaking a teaching practicum and other personnel is considered by an educational institution. In the case the candidate is a Thai/foreigner who graduated from Thailand or abroad with the qualifications as prescribed in the notification.

4. Form for Teacher Professional Competency Assessment on Learning Management is divided into two (2) parts as follows:

4.1 Part 1: General information of the assessor and candidate

4.2 Part 2: Lists of Teacher Professional Competency Assessment on Learning Management

5. Assessment data and results of assessor and candidate shall be a secret and used for consideration according to the criteria for Teacher Professional Competency Assessment on Learning Management according to the Notification of the Teachers' Council of Thailand Board Concerning the Criteria and Methods for Teacher Professional Competency Testing and Assessment B.E. 2563 (2020) only.

6. The assessor shall certify that the data and results of assessment are true and conduct by themself.

Part 1: General Information

Directions: Please complete in the general information and choose the answer based on the facts.

Part 1: Assessor

Name-Surname..... Identification Number.....

Organization Name..... E-mail..... Mobile Number.....

1. Assessor Status:

1.1 The candidate who is studying in the curriculum of degree in education

(1) University supervisor (2) Mentor

(3) Educational institution administrator or maybe a person who is assigned by the educational institution administration, that person shall not be the same person as mentor

1.2 The graduated candidate

(1) Personnel of educational institutions

(2) Other personnel is considered by an educational institution

Part 2: Candidate

Name-Surname..... Identification Number.....

Student ID E-mail..... Mobile Number.....

1. Candidate Status

(1) Studying (2) Graduated

2. Educational Level

(1) Bachelor of Education

(2) Graduate Diploma Program in the Teaching Profession Program

(3) Master of Education

(4) Doctoral of Education

(5) Other qualifications accredited by the Teachers' Council of Thailand and has one of the following qualifications:

(5.1) Accredited the certification of knowledge in accordance with professional standards prescribed by the Teachers' Council of Thailand

(5.2) Accredited educational qualification for the teaching profession

3. Higher Education Institution..... Country.....

4. Affiliation of Higher Education Institution

(1) Public Autonomous University

(2) Rajabhat University

(3) King Mongkut's University of Technology

(4) Rajamangala University of Technology

(5) Thailand National Sports University

(6) Buddhist University

(7) Bundipatnasilpa Institute

(8) Private University

(9) Others (Please specify).....

5. The Teaching Practice of Candidate

Name of the educational institution where the candidate teaching.....
DistrictProvince.....

6. Affiliation of Educational Institution

- (1) Office of the Basic Education Commission
- (2) Office of the Vocational Education Commission
- (3) Office of the Non-Formal and Informal Education
- (4) Office of the Private Education Commission
- (5) Ministry of Higher Education, Science, Research and Innovation
- (6) Mahidol Wittayanusorn School (Public Organization)
- (7) Department of Education
- (8) The Local Government Organization
- (9) Thailand National Sports University, Ministry of Tourism & Sports
- (10) National Office of Buddhism
- (11) Bundipatnasilpa Institute
- (12) The Special Education Bureau
- (13) The Border Patrol Police
- (14) Office of the Permanent Secretary Ministry Of Education
- (15) Others (Please specify).....

7. Size of Educational Institution

- (1) Small Education Institution (2) Medium-Sized Education Institution
- (3) Large Education Institution (4) Extra Large Education Institution

8. Teaching Subject in Educational Institution.....

9. Relation of major subject (Please specify) with teaching subject in educational institution

- (1) Corresponded to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (2) Related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (3) Does not correspond/related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate

10. Assessment No:

- No 1: Weeks 3 - 5 of the semester
- No 2: Weeks 7 - 9 of the semester
- No 3: Weeks 11 - 14 of the semester

Part 2: Lists of Teacher Professional Competency Assessment on Learning Management

Directions:

1. Lists of Teacher Professional Competency Assessment on Learning Management, there are twelve (12) indicative behaviors.

2. The assessor considers assessing teacher professional competency assessment on learning management of candidate in accordance with the Criteria of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards in enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee Concerning the Criteria, Methods, and Tools of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards B.E. 2564 (2021).

Lists of Teacher Professional Competency Assessment on Learning Management

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
1. Teacher Professional Competency on Learning Management						
1.1 Develop educational institution's curricular; learning management, learning media, learning measurement and evaluation.	1.1.1 Able to analyze the consistency of learning areas and learning standards of the core curriculum as well as educational institution's curricular.					
	1.1.2 Able to analyze the consistency of learning areas to develop learners into an intellectual and innovator.					
1.2 Integrate knowledge and the art of teaching for the planning and management of learning that can develop learners into an intellectual and innovator.	1.2.1 Able to create a learning management plan to develop learners into an intellectual and innovator.					
	1.2.2 Able to manage learning in accordance with the learning management plan to develop learners into an intellectual and innovator.					
1.3 Organize activities and create proper learning environment for learner happiness with special recognition to learner wellness.	1.3.1 Able to organize activities and create proper learning environment for learner happiness.					
	1.3.2 Able to organize activities and create proper learning environment with special recognition to learner wellness.					
1.4 Take care, assist and develop individual learner according to his or her potential; being able to produce systematic report on development of learner's quality.	1.4.1 Able to take care, assist and develop individual learner according to his or her potential.					
	1.4.2 Able to systematically report on outcomes of development of learner's quality.					
1.5 Research, generate innovation and apply digital technology for learners' educational benefits.	1.5.1 Able to conduct research related to the problems of learners.					
	1.5.2 Able to apply digital technology for learning management such as CAI, Google, Classroom, Kahoot etc.					

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
1.6 Work creatively with others and take part in professional activities.	1.6.1 Able to work creatively with others.					
	1.6.2 Take part in professional development activities.					
Total Score of Teacher Professional Competency on Learning Management (60 Scores)						

Assessor's Testimonial:

I hereby certify that this information and assessment is fair and true or obvious evidence or found about the candidate.

Assessor's Signature.....

(.....)

Date.....Month.....Year.....

**Form for Teacher Professional Competency Assessment on Parent and Community Relations
(For assessor who is not the representative of educational institution board)**

Directions:

1. Teacher Professional Competency Assessment on Parent and Community Relations aimed at
 - 1.1 To measure and assess teacher professional competency on parent and community relations.
 - 1.2 To take the pass results of the assessment criteria using as one of the conditions to obtain a teaching license.
2. Definition of Terms
 - 2.1 Parent and community relations competency means to the ability to analyze, plan, establish collaborative networks with parents and the community in learning development and learners' desirable characteristics as well as promotion and preservation of local culture and wisdom.
 - 2.2 Assessment candidates means to the persons who are undertaking the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards, consisting of Thai nationals or foreigners who possess the qualifications in accordance with the notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020).
 - 2.3 Assessors means to the persons who perform the duties for the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards for assessment candidates.
3. The assessors who perform the assessment consists of:
 - 3.1 University supervisors, mentors, and educational institution administrators or may be a person who is assigned by the educational institution administrator, that person shall not be the same person as the mentor. In the case the candidate is a Thai/foreigner who is studying in the curriculum of degree in education or its equivalent accredited by the Teachers' Council of Thailand according to the qualification criteria prescribed by the sub-committee.
 - 3.2 Personnel of educational institution that the candidate is undertaking a teaching practicum and other personnel is considered by an educational institution. In the case the candidate is a Thai/foreigner who graduated from Thailand or abroad with the qualifications as prescribed in the notification.
4. Form for Teacher Professional Competency Assessment on Parent and Community Relations is divided into two (2) parts as follows:
 - 4.1 Part 1: General information of the assessor and candidate
 - 4.2 Part 2: Lists of Teacher Professional Competency Assessment on Parent and Community Relations
5. Assessment data and results of assessor and candidate shall be a secret and used for consideration according to the criteria for Teacher Professional Competency Assessment on Parent and Community Relations according to the Notification of the Teachers' Council of Thailand Board Concerning the Criteria and Methods for Teacher Professional Competency Testing and Assessment B.E. 2563 (2020) only.
6. The assessor shall certify that the data and results of assessment are true and conduct by themself.

Part 1: General Information

Directions: Please complete in the general information and choose the answer based on the facts.

Part 1: Assessor

Name-Surname.....Identification Number.....
Organization Name.....E-mail..... Mobile Number.....

1. Assessor Status:

1.1 The candidate who is studying in the curriculum of degree in education

- (1) University supervisor (2) Mentor
 (3) Educational institution administrator or maybe a person who is assigned by the educational institution administration, that person shall not be the same person as mentor

1.2 The graduated candidate

- (1) Personnel of educational institutions
 (2) Other personnel is considered by an educational institution

Part 2: Candidate

Name-Surname.....Identification Number.....
Student ID E-mail.....Mobile Number.....

1. Candidate Status

- (1) Studying (2) Graduated

2. Educational Level

- (1) Bachelor of Education
 (2) Graduate Diploma Program in the Teaching Profession Program
 (3) Master of Education
 (4) Doctoral of Education
 (5) Other qualifications accredited by the Teachers' Council of Thailand and has one of the following qualifications:
 (5.1) Accredited the certification of knowledge in accordance with professional standards prescribed by the Teachers' Council of Thailand
 (5.2) Accredited educational qualification for the teaching profession

3. Higher Education Institution..... Country.....

4. Affiliation of Higher Education Institution

- (1) Public Autonomous University
 (2) Rajabhat University
 (3) King Mongkut's University of Technology
 (4) Rajamangala University of Technology
 (5) Thailand National Sports University
 (6) Buddhist University
 (7) Bundipatnasilpa Institute
 (8) Private University
 (9) Others (Please specify).....

5. The Teaching Practice of Candidate

Name of the educational institution where the candidate teaching.....
DistrictProvince.....

6. Affiliation of Educational Institution

- (1) Office of the Basic Education Commission
- (2) Office of the Vocational Education Commission
- (3) Office of the Non-Formal and Informal Education
- (4) Office of the Private Education Commission
- (5) Ministry of Higher Education, Science, Research and Innovation
- (6) Mahidol Wittayanusorn School (Public Organization)
- (7) Department of Education
- (8) The Local Government Organization
- (9) Thailand National Sports University, Ministry of Tourism & Sports
- (10) National Office of Buddhism
- (11) Bundipatnasilpa Institute
- (12) The Special Education Bureau
- (13) The Border Patrol Police
- (14) Office of the Permanent Secretary Ministry Of Education
- (15) Others (Please specify).....

7. Size of Educational Institution

- (1) Small Education Institution (2) Medium-Sized Education Institution
- (3) Large Education Institution (4) Extra Large Education Institution

8. Teaching Subject in Educational Institution.....

9. Relation of major subject (Please specify) with teaching subject in educational institution

- (1) Corresponded to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (2) Related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (3) Does not correspond/related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate

10. Assessment No:

- No 1: Weeks 3 - 5 of the semester
- No 2: Weeks 7 - 9 of the semester
- No 3: Weeks 11 - 14 of the semester

Part 2: Lists of Teacher Professional Competency Assessment on Parent and Community Relations

Directions:

1. Lists of Teacher Professional Competency Assessment on Parent and Community Relations, there are eight (8) indicative behaviors.

2. The assessor considers assessing teacher professional competency assessment on parent and community relations of candidate in accordance with the Criteria of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards in enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee Concerning the Criteria, Methods, and Tools of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards B.E. 2564 (2021).

Lists of Teacher Professional Competency Assessment on Parent and Community Relations by assessor:

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
2. Teacher Professional Competency Assessment on Parent and Community Relations						
2.1 Cooperate with parents in learner development and problem solving to foster desirable characteristics among learners.	2.1.1 Cooperate with parents in developing learners to have desirable characteristics required by the educational institution.					
	2.1.2 Cooperate with parents in solving learner problems to foster desirable characteristics required by the educational institution.					
2.2 Establish collaborative network with parents and community to support quality learning for learners.	2.2.1 Capable of establishing a collaborative network with parents to support quality learning for learners.					
	2.2.2 Capable of establishing a collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.					
2.3 Study and understand community contexts, being able to live together on the foundation of cultural differences.	2.3.1 Capable of reporting a study on the community environment by selecting the subjects as follows: 1) Lecturer in community 2) Local scholar in community 3) Learning resource in community 4) Community culture 5) Community Economy					
	2.3.2 Capable of conducting themselves to live with community properly.					
2.4 Promote and preserve culture and local wisdom.	2.4.1 Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows:					

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
	1) Lecturer on community culture and local wisdom; 2) Local scholar on community culture and local wisdom; 3) Learning resource in community on culture and local wisdom; 4) Preserving local culture and wisdom.					
	2.4.2 Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of lecturer on community culture and local wisdom; 2) Body of knowledge of local scholar on community culture and local wisdom; 3) Body of knowledge from learning resource in community on culture and local wisdom.					
Total Score of Teacher Professional Competency on Parents and Community Relations (40 Scores)						

Assessor's Testimonial:

I hereby certify that this information and assessment is fair and true or obvious evidence or found about the candidate.

Assessor's Signature.....

(.....)

Date.....Month.....Year.....

**Form for Teacher Professional Competency Assessment on Parent and Community Relations
(For assessor who is the representative of educational institution board)**

Directions:

1. Teacher Professional Competency Assessment on Parent and Community Relations aimed at

1.1 To measure and assess teacher professional competency of parent and community relations.

1.2 To take the pass results of the assessment criteria using as one of the conditions to obtain a teaching license.

2. Definition of Terms

2.1 Parent and community relations competency means to the ability to analyze, plan, establish collaborative networks with parents and the community in learning development and learners' desirable characteristics as well as promotion and preservation of local culture and wisdom.

2.2 Assessment candidates means to the persons who are undertaking the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards, consisting of Thai nationals or foreigners who possess the qualifications in accordance with the notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020).

2.3 Assessors means to the persons who perform the duties for the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards for assessment candidates.

3. The assessors who perform the assessment consists of:

3.1 University supervisors, mentors, and educational institution administrators or may be a person who is assigned by the educational institution administrator, that person shall not be the same person as the mentor. In the case the candidate is a Thai/foreigner who is studying in the curriculum of degree in education or its equivalent accredited by the Teachers' Council of Thailand according to the qualification criteria prescribed by the sub-committee.

3.2 Personnel of educational institution that the candidate is undertaking a teaching practicum and other personnel is considered by an educational institution. In the case the candidate is a Thai/foreigner who graduated from Thailand or abroad with the qualifications as prescribed in the notification.

4. Form for Teacher Professional Competency Assessment on Parent and Community Relations is divided into two (2) parts as follows:

4.1 Part 1: General information of the assessor and candidate

4.2 Part 2: Lists of Teacher Professional Competency Assessment on Parent and Community Relations

5. Assessment data and results of assessor and candidate shall be a secret and used for consideration according to the criteria for Teacher Professional Competency Assessment on Parent and Community Relations according to the Notification of the Teachers' Council of Thailand Board Concerning the Criteria and Methods for Teacher Professional Competency Testing and Assessment B.E. 2563 (2020) only.

6. The assessor shall certify that the data and results of assessment are true and conduct by themself.

Part 1: General Information

Directions: Please complete in the general information and choose the answer based on the facts.

Part 1: Assessor

Name-Surname.....Identification Number.....
Organization Name.....E-mail..... Mobile Number.....

1. Assessor Status:

- The representative of educational institution board

Part 2: Candidate

Name-Surname.....Identification Number.....
Student ID E-mail..... Mobile Number.....

1. Candidate Status

- (1) Studying (2) Graduated

2. Educational Level

- (1) Bachelor of Education
 (2) Graduate Diploma Program in the Teaching Profession Program
 (3) Master of Education
 (4) Doctoral of Education
 (5) Other qualifications accredited by the Teachers' Council of Thailand and has one of the following qualifications:

- (5.1) Accredited the certification of knowledge in accordance with professional standards prescribed by the Teachers' Council of Thailand
 (5.2) Accredited educational qualification for the teaching profession

3. Higher Education Institution.....Country.....

4. Affiliation of Higher Education Institution

- (1) Public Autonomous University
 (2) Rajabhat University
 (3) King Mongkut's University of Technology
 (4) Rajamangala University of Technology
 (5) Thailand National Sports University
 (6) Buddhist University
 (7) Bundipatnasilpa Institute
 (8) Private University
 (9) Others (Please specify).....

5. The Teaching Practice of Candidate

Name of the educational institution where the candidate teaching.....
DistrictProvince.....

6. Affiliation of Educational Institution

- (1) Office of the Basic Education Commission
- (2) Office of the Vocational Education Commission
- (3) Office of the Non-Formal and Informal Education
- (4) Office of the Private Education Commission
- (5) Ministry of Higher Education, Science, Research and Innovation
- (6) Mahidol Wittayanusorn School (Public Organization)
- (7) Department of Education
- (8) The Local Government Organization
- (9) Thailand National Sports University, Ministry of Tourism & Sports
- (10) National Office of Buddhism
- (11) Bundipatnasilpa Institute
- (12) The Special Education Bureau
- (13) The Border Patrol Police
- (14) Office of the Permanent Secretary Ministry Of Education
- (15) Others (Please specify).....

7. Size of Educational Institution

- (1) Small Education Institution (2) Medium-Sized Education Institution
- (3) Large Education Institution (4) Extra Large Education Institution

8. Teaching Subject in Educational Institution.....

9. Relation of major subject (Please specify) with teaching subject in educational institution

- (1) Corresponded to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (2) Related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (3) Does not correspond/related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate

10. Assessment No:

- No 1: Weeks 3 - 5 of the semester
- No 2: Weeks 7 - 9 of the semester
- No 3: Weeks 11 - 14 of the semester

Part 2: Lists of Teacher Professional Competency Assessment on Parent and Community Relations

Directions:

1. Lists of Teacher Professional Competency Assessment on Parent and Community Relations, there are eight (8) indicative behaviors.

2. The assessor considers assessing teacher professional competency assessment on parent and community relations of candidate in accordance with the Criteria of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards in enclosure of Notification of the Teacher Professional Licensing Administrative Sub-committee Concerning the Criteria, Methods, and Tools of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards B.E. 2564 (2021).

Lists of Teacher Professional Competency Assessment on Parent and Community Relations by assessor:

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
2. Teacher Professional Competency Assessment on Parent and Community Relations						
2.1 Cooperate with parents in learner development and problem solving to foster desirable characteristics among learners.	2.1.1 Cooperate with parents in developing learners to have desirable characteristics required by the educational institution.					
	2.1.2 Cooperate with parents in solving learner problems to foster desirable characteristics required by the educational institution.					
2.2 Establish collaborative network with parents and community to support quality learning for learners.	2.2.1 Capable of establishing a collaborative network with parents to support quality learning for learners.					
	2.2.2 Capable of establishing a collaborative network with community such as local scholars, local administrative agency to support quality learning for learners.					
2.3 Study and understand community contexts, being able to live together on the foundation of cultural differences.	2.3.1 Capable of reporting a study on the community environment by selecting the subjects as follows: 1) Lecturer in community 2) Local scholar in community 3) Learning resource in community 4) Community culture 5) Community Economy					
	2.3.2 Capable of conducting themselves to live with community properly.					
2.4 Promote and preserve culture and local wisdom.	2.4.1 Capable of reporting a study on community culture and local wisdom by selecting the subjects as follows:					

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
	1) Lecturer on community culture and local wisdom; 2) Local scholar on community culture and local wisdom; 3) Learning resource in community on culture and local wisdom; 4) Preserving local culture and wisdom.					
	2.4.2 Capable of integrating community culture and local wisdom in learning management in the classroom by considering the subjects such as: 1) Body of knowledge of lecturer on community culture and local wisdom; 2) Body of knowledge of local scholar on community culture and local wisdom; 3) Body of knowledge from learning resource in community on culture and local wisdom.					
Total Score of Teacher Professional Competency on Parents and Community Relations (40 Scores)						

Assessor's Testimonial:

I hereby certify that this information and assessment is fair and true or obvious evidence or found about the candidate.

Assessor's Signature.....

(.....)

Date.....Month.....Year.....

**Form for Teacher Professional Competency Assessment on Performance of
Teachers' Duties and Professional Code of Ethics**

Directions:

1. Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics aimed at

1.1 To measure and assess teacher professional competency of teachers' duties and professional code of ethics.

1.2 To take the pass results of the assessment criteria using as one of the conditions to obtain a teaching license.

2. Definition of Terms

2.1 Performance of teachers' duties and professional code of ethics competencies means to the ability to perform teachers' duties, be committed to the promoting of learners' development, provide a role model for good, have ethics toward oneself, profession, service users, professional colleagues, and society.

2.2 Assessment candidates means to the persons who are undertaking the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards, consisting of Thai nationals or foreigners who possess the qualifications in accordance with the notification of the Teachers' Council of Thailand Board Re: The Criteria and Methods of the Teacher Professional Competency Testing and Assessment, B.E. 2563 (2020).

2.3 Assessors means to the persons who perform the duties for the teacher professional competency testing and assessment of work performance and personal conduct based on the teacher professional standards for assessment candidates.

3. The assessors who perform the assessment consists of:

3.1 University supervisors, mentors, and educational institution administrators or may be a person who is assigned by the educational institution administrator, that person shall not be the same person as the mentor. In the case the candidate is a Thai/foreigner who is studying in the curriculum of degree in education or its equivalent accredited by the Teachers' Council of Thailand according to the qualification criteria prescribed by the sub-committee.

3.2 Personnel of educational institution that the candidate is undertaking a teaching practicum and other personnel is considered by an educational institution. In the case the candidate is a Thai/foreigner who graduated from Thailand or abroad with the qualifications as prescribed in the notification.

4. Form for Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics is divided into two (2) parts as follows:

4.1 Part 1: General information of the assessor and candidate

4.2 Part 2: Lists of Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics

5. Assessment data and results of assessor and candidate shall be a secret and used for consideration according to the criteria for Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics according to the Notification of the Teachers' Council of Thailand Board Concerning the Criteria and Methods for Teacher Professional Competency Testing and Assessment B.E. 2563 (2020) only.

6. The assessor shall certify that the data and results of assessment are true and conduct by himself.

Part 1: General Information

Directions: Please complete in the general information and choose the answer based on the facts.

Part 1: Assessor

Name-Surname.....Identification Number.....
Organization Name.....E-mail..... Mobile Number.....

1. Assessor Status:

1.1 The candidate who is studying in the curriculum of degree in education

- (1) University supervisor (2) Mentor
 (3) Educational institution administrator or maybe a person who is assigned by the educational institution administration, that person shall not be the same person as mentor

1.2 The graduated candidate

- (1) Personnel of educational institutions
 (2) Other personnel is considered by an educational institution

Part 2: Candidate

Name-Surname.....Identification Number.....
Student ID E-mail.....Mobile Number.....

1. Candidate Status

- (1) Studying (2) Graduated

2. Educational Level

- (1) Bachelor of Education
 (2) Graduate Diploma Program in the Teaching Profession Program
 (3) Master of Education
 (4) Doctoral of Education
 (5) Other qualifications accredited by the Teachers' Council of Thailand and has one of the following qualifications:
 (5.1) Accredited the certification of knowledge in accordance with professional standards prescribed by the Teachers' Council of Thailand
 (5.2) Accredited educational qualification for the teaching profession

3. Higher Education Institution..... Country.....

4. Affiliation of Higher Education Institution

- (1) Public Autonomous University
 (2) Rajabhat University
 (3) King Mongkut's University of Technology
 (4) Rajamangala University of Technology
 (5) Thailand National Sports University
 (6) Buddhist University
 (7) Bundipatnasilpa Institute
 (8) Private University
 (9) Others (Please specify).....

5. The Teaching Practice of Candidate

Name of the educational institution where the candidate teaching.....
DistrictProvince.....

6. Affiliation of Educational Institution

- (1) Office of the Basic Education Commission
- (2) Office of the Vocational Education Commission
- (3) Office of the Non-Formal and Informal Education
- (4) Office of the Private Education Commission
- (5) Ministry of Higher Education, Science, Research and Innovation
- (6) Mahidol Wittayanusorn School (Public Organization)
- (7) Department of Education
- (8) The Local Government Organization
- (9) Thailand National Sports University, Ministry of Tourism & Sports
- (10) National Office of Buddhism
- (11) Bundipatnasilpa Institute
- (12) The Special Education Bureau
- (13) The Border Patrol Police
- (14) Office of the Permanent Secretary Ministry Of Education
- (15) Others (Please specify).....

7. Size of Educational Institution

- (1) Small Education Institution (2) Medium-Sized Education Institution
- (3) Large Education Institution (4) Extra Large Education Institution

8. Teaching Subject in Educational Institution.....

9. Relation of major subject (Please specify) with teaching subject in educational institution

- (1) Corresponded to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (2) Related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate
- (3) Does not correspond/related to subject areas in the basic education curriculum or the type of subject in Vocational Certificate or Diploma/High Vocational Certificate

10. Assessment No:

- No 1: Weeks 3 - 5 of the semester
- No 2: Weeks 7 - 9 of the semester
- No 3: Weeks 11 - 14 of the semester

Part 2: Lists of Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics

Directions:

1. Lists of Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics, there are twenty (20) indicative behaviors.
2. The assessor considers assessing teacher professional competency assessment on performance of teachers' duties and professional code of ethics of candidate in accordance with the Criteria of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards in enclosure of Notification of the Teacher Professional Licensing Administrative Sub- committee Concerning the Criteria, Methods, and Tools of the Teacher Professional Competency Testing and Assessment of Work Performance and Personal Conduct based on Teacher Professional Standards B.E. 2564 (2021).

Lists of Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics by assessor:

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
3. Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics						
3.1 Committed to the promoting of learners' development with the true spirit of a teacher.	3.1.1 Committed to improve learners to achieve learning, practical skills and good characteristics to reach the full capability with appropriate methods for learners' ability and age levels.					
	3.1.2 Care for and be merciful to, pay attention to, assist and develop learners properly with generosity.					
3.2 Promote learning by being attentive to and accepting of individual differences of learners.	3.2.1 Promote continuous learning by being attentive to learners.					
	3.2.2 Accept of individual differences of learners on sex/gender, race, religion, culture and learning levels.					
3.3 Inspire learners to seek knowledge and become an innovator.	3.3.1 Motivate and inspire in learning with positive reinforcement for learners.					
	3.3.2 Promote learners to show their abilities and creative thinking to the fullest potentiality.					
3.4 Improve themselves to be well-informed, modern and cognizant of changes.	3.4.1 Keep up with educational, social, political, governmental and economic information by effectively applying/connecting to learning management content.					
	3.4.2 Apply new and interesting concepts, techniques, or knowledge to be a part of properly designing learning activities.					

Elements of Competency	Behavioral Indicators	The Results of Assessment				
		5	4	3	2	1
3.5 Provide a role model for good, moral, ethical and resilient citizen.	3.5.1 Conduct themselves as a good role model in terms of physical conduct, speech and mental conduct, as well as morality, ethics.					
	3.5.2 Act by adhering to moral principles equally and take part in assisting people in organization to live peacefully together.					
3.6 Personal ethics	3.6.1 Comply with the agreements, rules of school voluntarily both of teaching practicum and other duties in school.					
	3.6.2 Keep up with information and adjust themselves to be in line with professional, technological, economic, social and political changes.					
3.7 Professional code of ethics	3.7.1 Have faith, integrity and responsibility to the teaching profession.					
	3.7.2 Act as a good member of the professional organization.					
3.8 Client centered ethics	3.8.1 Equitably provide services with sincerity.					
	3.8.2 Do not demand or accept any interest which would be considered abuses their authority.					
3.9 Collegial ethics	3.9.1 Dedicated to assist professional colleagues under the corrective principles.					
	3.9.2 Create synergy among themselves.					
3.10 Societal ethics	3.10.1 Initiate, plan or be a leader in activities related to economic, social, religious, art and cultural, intellectual or environmental conservation and development, with consideration given to the public interests mainly.					
	3.10.2 Comply strictly with social norms under the democratic regime of government with the King as Head of the State.					
Total Score of Teacher Professional Competency Assessment on Performance of Teachers' Duties and Professional Code of Ethics (100 Scores)						

Assessor's Testimonial:

I hereby certify that this information and assessment is fair and true or obvious evidence or found about the candidate.

Assessor's Signature.....

(.....)

Date.....Month.....Year.....

Part 4 Methods for calculating scores of teacher professional competency assessment on work performance and personal conduct based on teacher professional standards

4.1 In the case the candidate who is studying in the curriculum of degree in education or its equivalent accredited by the Teachers' Council of Thailand according to the qualification criteria prescribed by the sub-committee.

4.1.1 The calculation of the weight average score of the teacher professional competency assessment results:

(1) Average score of assessment results on learning management competency

X_S = Sum of learning management competency assessment scores assessed by university supervisors

X_T = Sum of learning management competency assessment scores assessed by mentor

X_A = Sum of learning management competency assessment scores assessed by educational institution administrator

$$X_{\text{๑}} = \frac{[(.๕๐)X_S + (.๔๐)X_T + (.๑๐)X_A]}{๑๒} \times (๐.๒)$$

$$X_{\text{๒}} = \frac{[(.๕๐)X_S + (.๔๐)X_T + (.๑๐)X_A]}{๑๒} \times (๐.๓)$$

$$X_{\text{๓}} = \frac{[(.๕๐)X_S + (.๔๐)X_T + (.๑๐)X_A]}{๑๒} \times (๐.๕)$$

$$X_{\text{total}} = X_{\text{๑}} + X_{\text{๒}} + X_{\text{๓}}$$

X_1 is the average score of the 1st teacher professional competency assessment on learning management

X_2 is the average score of the 2nd teacher professional competency assessment on learning management

X_3 is the average score of the 3rd teacher professional competency assessment on learning management

X_{total} is the average score of the 1st-3rd teacher professional competency assessment on learning management

(2) Average score of teacher professional competency assessment on parent and community relations.

Y_S = Sum of parent and community relations competency assessment scores assessed by university supervisors

Y_T = Sum of parent and community relations competency assessment scores assessed by mentor

Y_A = Sum of parent and community relations competency assessment scores assessed by educational institution administrator

Y_C = Sum of parent and community relations competency assessment scores assessed by representative of school committee

$$Y_{\text{1}} = \frac{[(.80)Y_S + (.40)Y_T + (.20)Y_A + (.00)Y_C]}{4} \times (.2)$$

$$Y_{\text{2}} = \frac{[(.80)Y_S + (.40)Y_T + (.20)Y_A + (.00)Y_C]}{4} \times (.3)$$

$$Y_{\text{3}} = \frac{[(.80)Y_S + (.40)Y_T + (.20)Y_A + (.00)Y_C]}{4} \times (.5)$$

$$Y_{\text{total}} = Y_{\text{1}} + Y_{\text{2}} + Y_{\text{3}}$$

Y_1 is the average score of the 1st teacher professional competency assessment on parent and community relations

Y_2 is the average score of the 2nd teacher professional competency assessment on parent and community relations

Y_3 is the average score of the 3rd teacher professional competency assessment on parent and community relations

Y_{total} is the average score of the 1st-3rd teacher professional competency assessment on parent and community relations

(3) Average score of teacher professional competency assessment on performance of teachers' duties and professional code of ethics.

Z_S = Sum of performance of teachers' duties and professional code of ethics competency assessment scores assessed by university supervisor

Z_T = Sum of performance of teachers' duties and professional code of ethics competency assessment scores assessed by mentor

Z_A = Sum of performance of teachers' duties and professional code of ethics competency assessment scores assessed by educational institution administrator

$$Z_{\text{1}} = \frac{[(.50)Z_s + (.40)Z_T + (.10)Z_A]}{.50} \times (.50)$$

$$Z_{\text{2}} = \frac{[(.50)Z_s + (.40)Z_T + (.10)Z_A]}{.50} \times (.40)$$

$$Z_{\text{3}} = \frac{[(.50)Z_s + (.40)Z_T + (.10)Z_A]}{.50} \times (.10)$$

$$Z_{\text{total}} = Z_{\text{1}} + Z_{\text{2}} + Z_{\text{3}}$$

Z_1 is the average score of the 1st teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_2 is the average score of the 2nd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_3 is the average score of the 3rd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_{total} is the average score of the 1st-3rd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

(4) The total average score of teacher professional competency assessment (T)

The total average score of the 1st - 3rd assessment results are as follows:

(4.1) The total average score of 1st teacher professional competency assessment (T_1)

$$T_{\text{1}} = \frac{X_{\text{1}} + Y_{\text{1}} + Z_{\text{1}}}{n}$$

(4.2) The total average score of 2nd teacher professional competency assessment (T_2)

$$T_{\text{2}} = \frac{X_{\text{2}} + Y_{\text{2}} + Z_{\text{2}}}{n}$$

(4.3) The total average score of 3rd teacher professional competency assessment (T_3)

$$T_{\text{3}} = \frac{X_{\text{3}} + Y_{\text{3}} + Z_{\text{3}}}{n}$$

(4.4) The total average score of 1st-3rd teacher professional competency assessment (T_{total})

$$T_{\text{total}} = T_{\text{1}} + T_{\text{2}} + T_{\text{3}}$$

4.2 In the case the candidate who graduated from Thailand or having qualification from abroad

4.2.1 The calculation of the weight average score of the teacher professional competency assessment results:

(1) Average score of assessment results in learning management competency

X_{ps} = Sum of learning management competency assessment scores assessed by personnel of educational institution

X_{po} = Sum of learning management competency assessment scores assessed by other personnel

$$X_{๑} = \frac{[(๕๐)X_{ps} + (๕๐)X_{po}]}{๑๒} \times (๐.๒)$$

$$X_{๒} = \frac{[(๕๐)X_{ps} + (๕๐)X_{po}]}{๑๒} \times (๐.๓)$$

$$X_{๓} = \frac{[(๕๐)X_{ps} + (๕๐)X_{po}]}{๑๒} \times (๐.๕)$$

$$X_{total} = X_{๑} + X_{๒} + X_{๓}$$

X_1 is the average score of the 1st teacher professional competency assessment on learning management

X_2 is the average score of the 2nd teacher professional competency assessment on learning management

X_3 is the average score of the 3rd teacher professional competency assessment on learning management

X_{total} is the average score of the 1st-3rd teacher professional competency assessment on learning management

(2) Average score of teacher professional competency assessment on parent and community relations.

Y_{ps} = Sum of parent and community relations competency assessment scores assessed by personnel of educational institution

Y_{po} = Sum of parent and community relations competency assessed by other personnel

Y_{pc} = Sum of parent and community relations competency assessment scores assessed by school committee

$$Y_{\text{1}} = \frac{[(.44)Y_{ps} + (.30)Y_{po} + (.26)Y_{pc}]}{1.00} \times (.33)$$

$$Y_{\text{2}} = \frac{[(.44)Y_{ps} + (.30)Y_{po} + (.26)Y_{pc}]}{1.00} \times (.33)$$

$$Y_{\text{3}} = \frac{[(.44)Y_{ps} + (.30)Y_{po} + (.26)Y_{pc}]}{1.00} \times (.33)$$

$$Y_{\text{total}} = Y_{\text{1}} + Y_{\text{2}} + Y_{\text{3}}$$

Y_1 is the average score of the 1st teacher professional competency assessment on parent and community relations

Y_2 is the average score of the 2nd teacher professional competency assessment on parent and community relations

Y_3 is the average score of the 3rd teacher professional competency assessment on parent and community relations

Y_{total} is the average score of the 1st-3rd teacher professional competency assessment on parent and community relations

(3) Average score of teacher professional competency assessment on performance of teachers' duties and professional code of ethics.

Z_{ps} = Sum of performance of teachers' duties and professional code of ethics competency assessment scores assessed by personnel of educational institution

Z_{po} = Sum of performance of teachers' duties and professional code of ethics competency assessment scores assessed by other personnel

$$Z_{\text{1}} = \frac{[(.70)Z_{ps} + (.30)Z_{po}]}{1.00} \times (.33)$$

$$Z_{\text{2}} = \frac{[(.70)Z_{ps} + (.30)Z_{po}]}{1.00} \times (.33)$$

$$Z_{\text{3}} = \frac{[(.70)Z_{ps} + (.30)Z_{po}]}{1.00} \times (.33)$$

$$Z_{\text{total}} = Z_{\text{1}} + Z_{\text{2}} + Z_{\text{3}}$$

Z_1 is the average score of the 1st teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_2 is the average score of the 2nd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_3 is the average score of the 3rd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

Z_{total} is the average score of the 1st-3rd teacher professional competency assessment on performance of teachers' duties and professional code of ethics

(4) The total average score of teacher professional competency assessment (T)

The total average score of the 1st - 3rd assessment results are as follows:

(4.1) The total average score of 1st teacher professional competency assessment (T₁)

$$T_{1} = \frac{X_{1} + Y_{1} + Z_{1}}{n}$$

(4.2) The total average score of 2nd teacher professional competency assessment (T₂)

$$T_{2} = \frac{X_{2} + Y_{2} + Z_{2}}{n}$$

(4.3) The total average score of 3rd teacher professional competency assessment (T₃)

$$T_{3} = \frac{X_{3} + Y_{3} + Z_{3}}{n}$$

(4.4) The total average score of 1st-3rd teacher professional competency assessment (T_{total})

$$T_{\text{total}} = T_{1} + T_{2} + T_{3}$$