



DEVELOPMENT OF THE EVALUATION INSTRUCTIONAL PRACTICING MODEL IN SCHOOL OF TRAINEE EDUCATIONAL STUDENTS IN TEACHING INTERNSHIP PROFESSIONAL TEACHER COURSES

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Abstract:

The aims of this research study were to analyze and develop the current state of synthesizer requirements and guidelines for the *Evaluation Instructional Practicing Model* (EIPM) in school of trainee educational students in teaching Internships professional teacher course with the research technique of the *Ethnographic Delphi Futures Research* (EDFR) on research limitation study into two phases, consequently with the sample size of 10 educational experts to analyze the current problems, needs analysis, synthesis and evaluation of the teaching internships and 18 professionals to determine the suitability of propriety and feasibility standards of the assessment form until a consensus with the EDFR were assembled of 7-educational trainee students by the 56-item of the *3-Delphi Technique Questionnaire* (DTQ) and an *Assessing Guide Copy* (AGC). Statistically significant was analyzed with foundational statistic. It has found that the problems with the EIPM performance in the four disciplines of performance criteria to determine lack of gluten indicators and evaluation criteria, the quality of trainee student assessments, resulting from supervisor was not evaluated to actual conditions. Requirements and guidelines of the EIPM included four competencies: to manage learning in specific disciplines, to evaluate, improve and develop curriculum to suit the potential learners, can do in the classroom to develop trainee students, and to prepare a report on learning management and trainee student development. EIPM model consisted of five components: curriculum in specific disciplines contain three main indicator 14 sub-indicators, trainee students' potential indicator consists of two main sub-six indicators, and to develop the trainee students in the class consists of two main indicator nine sub-

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indicators. The four components reporting results, learning and trainee student development comprises two main indicators five sub-indicators. Five elements and attributions include two teachers, the main indicator 11 sub-indicators. The DTQ questionnaires fifth edition of evaluators comprised of school administrators, teachers, mentors and teacher supervision, trainee students assess themselves. Trainee students were responded on propriety standard at a high level (\bar{x} = 4.46, S.D. = 0.18) and feasibility standard at a high level (\bar{x} = 4.32, S.D. = 0.25).

Keywords: evaluation, instructional practicing model, trainee student, teaching internships

1. Introduction

Developing countries that do not require any manpower is the key. Strengthening environmental factors contributing to the development of people and strengthen the immune changes that will occur in the future. This is consistent with National Social and Economic Development Plan No. 11 (2012 - 2016) stipulates that the development of manpower for the quality that it matched on the National Education Act AD 1999. Education is an important factor 2542, in section 6, stipulates that education must be possible to develop Thailand into a complete human body, mind, intellect, knowledge and integrity, ethical and cultural lifestyle, and can co-exist with each other happily.

The mission of education is to produce quality trainee students. Prepare people to look at a wide range of people pursuing better prepared to face the situation has changed dramatically, such as; the development of physical, intellectual, emotional and social. Improving the quality of people quality of education are required more education to promote the learning of trainee students. Teacher is regarded as important to serves mainly to promote the learning of the trainee students in various ways, and teaching and learning in schools, both public and private, as provided for in Section 4 of the National Education Act AD 1999 says that "Teacher" is a key role in the regulatory process to achieve the learning curriculum. Teacher is a profession that requires specialized knowledge in accordance with the regulations governing teachers' professional standards and ethics of the profession of 2548 stipulates that teacher education is a profession that acts primarily on the teaching and promotion, learning of the trainee students through various means, including the responsibility for education in early childhood education, basic and higher education, the lower the degree of both public and private, and executive education outside schools in the district as well.

Education supports on services or operations related to the teaching process supervision and executive education in various educational entities.

To construct and prepare of teachers for quality, there are professional standards that the process requires a strong education is the preparation and the process of producing quality teachers. Qualifications Bachelor Degree of Education (5 years) identified the education of the Faculty of Education that must contain teachers to teach subjects and majors. The categories of the number of credits, including courses are at least 160 credits and specialized courses in the teaching profession, at least 46 credits of study with field experience or teaching in the majors in two semesters, including at least 12 credits. Considering Graduate desirable attributions is knowledge and looked forward to learning the results of the trainee students have to integrate knowledge about education and teachers to use in their professional future.

It requires knowledge, according to the knowledge for teachers; the trainee students must also meet the standards for professional qualifications or professional experience. That has been the practice of professional experience in education, teachers' certification within two semesters to be ready and enough to be used in the practice showed that those who took professional qualifications and experience as required by law, and teacher can obtain a professional license (The Federation of Teachers and Educational Personnel Act AD 2003) that it matched and switched conforms to Prawit Erawam (2014) who said that teachers were very important and essential for education in graduate education courses. Since it is an activity that contributes to learning at work really to learning through action is developed. In school teacher was coaching duties in the teacher's responsibility to teach both in classroom management care trainee students. The extracurricular activities are including responsibility for other functions throughout the school year, no one defective the professional experiences or practices taught in schools. It is the process of arranging for trainee students to practice the profession in the school curriculum in the fact that the teachers. The main duties of the teaching and learning for trainee students in various ways are managed. Learning management is in the majors only assess, improve and develop curriculum to suit the potential of the trainee students do in the classroom to develop trainee students and to prepare a report on the results of the learning and development of trainee students. Thus, the teaching of trainee students in educational institutions teachers are so desperately needed to provide a quality education for the trainee students in the program graduate. This is a reflection of their readiness to leave the profession and quality of learning management of vocational education teacher.

Teaching Internships refers to experiences that teacher trainees have in the classroom before they take on the full range of responsibilities required for trainee

student teaching. Teaching Internships teachers partner with a professional teacher who directs their activities and gives them feedback on any work they do. Teaching internships activities are usually part of a university class. Commonly, a college course on teaching methodology will include regular university course lectures, textbook readings, homework assignments, and visits to local K-12 schools for teaching Internships. The teaching Internships requirements for a teaching methodology course will be fairly concrete. A specific number of hours will be required, usually in a specific type of classroom (an elementary school homeroom, an ESL classroom, a physical education class, etc.).

Other aspects of teaching Internships experiences vary a lot. Different courses have different requirements. And university teacher education programs take different approaches to arranging teaching Internships as well. The teaching internships could be as short as a few hours in a semester, or as time-consuming as 15-20 hours a week. Teaching Internships can involve one cooperating professional teacher or multiple cooperating teachers. And they can take place at one school or more than one school.

In most teaching Internships experiences, education majors will do a combination of observation and classroom assistance. At times, they will simply watch the class, record their observations, and ask questions to their cooperating teacher outside of class time. At other times, teaching Internships teachers will actively help their cooperating teacher, working directly with the trainee students. They may even teach a few lessons themselves, with a professional teacher—and perhaps also a faculty member from their university—present in the classroom to supervise them and give them feedback.

For the reasons mentioned as above, the researcher realized the significance and do not even need to study the current problems, needs and approach to evaluate teaching internships in schools. Trainee educational trainee student who conforms to professional standards set by the Teacher Council of Educational Consultant, and according to the needs of today's society. To guide the professional development of its educational trainee students are compared. Used to plan policy of the agencies involved in the restructuring plans can be configured to evaluate teaching internships in schools of trainee educational trainee students in teaching Internships professional teacher course.

2. Methodology

There is nothing quite like really teaching. Actually, being in a K-12 classroom and working with kids is full of unexpected joys and challenges that are almost impossible

to describe secondhand. No amount of theory, course lectures, or textbook readings can truly teach someone what to expect once they get to the classroom. The administrators of teacher training programs know this. So they create teaching Internships experiences to help trainee students discover the real K-12 environment for themselves. Once a trainee student has completed enough teaching Internships, they'll be ready to dive into the full teaching experience, first as a trainee student teacher and eventually as a fully licensed new teacher. Focused on development of the evaluation instructional practicing model in school of trainee educational students in teaching Internships professional teacher course, this research methodology is procedure follow as this below:

2.1 Research Aims

1. To analyze the current state of synthesizer requirements and guidelines for evaluating instructional practicing model (EIPM) of trainee educational students in teaching Internships professional teacher course to practice in school.
2. To develop an EIPM model to evaluate teaching internships for trainee educational students in teaching Internships professional teacher course to practice in school.

2.2 Research Limitations

This research aims to develop an EIPM model to evaluate teaching internships for trainee educational students in teaching Internships professional teacher course to practice in school with the research technique EDFR (Ethnographic Delphi Futures Research) by a scoping study into two stages.

Step 1: to analysis, synthesis conditions, problems and needs guidance assessed an EIPM model to evaluate teaching internships for trainee educational students in teaching Internships professional teacher in school. Trainee educational students were assessed by analyzing the concepts and theories related research, observing teachers of one school and interviewed by 10 experts for the evaluation of teaching in teaching Internships professional teacher practices in schools. Trainee educational students' details are as follows:

Data Source Limitations

Articles and research papers related to teaching Internships in schools. The trainee educational student suffered to professional teacher, teacher characteristics, and attribution of preferred trainee student experienced teacher's desirable, guide the teaching in schools of various universities and other documents containing the Teacher

Council Act AD 2003, Regulations Governing teachers' Council: the Professional Standards Act AD 2013 and the National Qualifications Framework for Higher Education 2009 (Undergraduate qualification standards of Bachelor Degree Level of Education (5 years) that it including of 56 items. Observing a school data with the teaching Internships professional teacher was observed. Data from interviews with 10 educational experts were interviewed.

Variable Limitations

The scope of the study was variable of the current conditions in the assessment of teaching internships in schools of trainee educational students, the problems of evaluating teaching internships for trainee educational students in teaching Internships professional teacher in school, needs to evaluate teaching internships for trainee educational students in teaching Internships professional teacher practice in school, and the guidelines for evaluating teaching internships for trainee educational students in teaching Internships professional teacher in school.

Step 2: To develop an EIPM model to evaluate teaching internships for trainee educational students in teaching Internships professional teacher in school. Trainee educational students were assessed by observing teachers' format and interviews with educational experts to draft a synthetic form of assessment. Guide and evaluate teaching internships for trainee educational students in teaching Internships professional teacher in schools that details are as follows:

Data Source Limitations

It provides important information to create an EIPM model to assess teaching internships for trainee educational students in teaching Internships professional teacher in school. A trainee educational student experience is specialized teachers involved in teaching in schools or teachers. Meets the criteria of an academic position at least specialist accreditation or qualification under the Master of Education, to be experienced practitioners on duty continuously for not less than five years continually, on the channel with professional experiences who has been involved with professional experiences and are willing to cooperate in providing information of 18 members as follows: Professional education of third persons, professionals to teach and mentor of 3 members, the expert supervision of three persons, the expert supervision of the Institute for teachers of 3 members, expert teachers, teachers of institutions of third persons, and expert evaluation or research of 3 members.

The guide provides important information on the development, assessment, teaching in schools. The student experience is an expert teacher of seven members as follows; Associate Dean or Director Training Institute of Professional Teachers of 3 members, expert evaluation or research of two persons, and professional course of two persons.

Variable Limitations

Researchers studied variables in this process is appropriate and possible forms of manual assessment of teaching internships for trainee educational students in teaching Internships professional teacher in schools.

2.3 Research Procedures

This research study has been conducted research techniques EDFR (Ethnographic Delphi Futures Research) as follows; the researcher read the analysis and synthesis of knowledge from documents and related research. In order to create a guideline for interviews were analyzed, to observe the teachers in the school, students, professional experiences one plant to assemble the information as a guide to create a series of interviews. To be interviewed experts involved in evaluating teaching internships for trainee educational students in teaching Internships professional teacher in school teaching or teachers. The qualifying criteria set of 10 members to the current problems, needs and ways of evaluating teaching internships for trainee educational students in teaching Internships professional teacher in school. The draft assessment form by the results of the synthesis document, observing school professional experiences, and interviews with experts to draft a synthetic form of assessment and offer expert examine the suitability and feasibility of the model evaluated by Delphi (Delphi technique) until consensus by experts from 18 persons. Development guide evaluating teaching internships for trainee educational students in teaching Internships professional teacher in school, and to examine the suitability and feasibility of the Evaluation Guide with 7 educational experts and evaluation guide improve teaching internships in school.

2.4 Research Instruments

The research instruments consisted of the recording data, the observing form, interviewing form, the Ethnographic Delphi Futures Research (EDFR) questionnaire, and the guiding assessment.

A. The Recording Data

The Recording Data that is used to gather information about the current state, problem, student needs, and the approach to the assessment of evaluation teaching internships for trainee educational students in teaching Internships professional teacher in school.

B. The Observing Form

The Observing Form was created a terminology that covers attributions required by the study of the evaluation teaching internships for trainee educational students in teaching

internships professional teacher in school by observation led to the scrutiny of the advisor for coverage and accuracy of the EIPM model.

C. The Interviewing Evaluation Form

The Interviewing Evaluation Form was to be completed by the interviewer to rank the overall qualifications for the position. Under each heading the interviewer gave a numerical rating and write specific teaching related comments in the space provided.

D. The Ethnographic Delphi Futures Research (EDFR) Questionnaires

The EDFR questionnaires were used the Delphi (Delphi technique) to draft assessment form to create theoretical concepts related benchmarks, key findings from interviews with leading experts synthesized to determine the questions to be appropriate. Consistent with the study and creation of open-ended questions cover issues like education. To determine the quality side content validity and to analysis consistency the consistency index (Item Congruence Index: IOC) as the basis for consideration evidence of the IOC at 0.69.

E. The Guiding Assessment

The Guiding Assessment includes evaluating the appropriateness and feasibility of a guide to assess teaching internships for trainee educational students in teaching Internships professional teacher in school was experienced. Benchmark study theory and related research was derived synthesis for determining the question to be appropriated and created. The consistency index (Item Congruence Index: IOC) as the basis for consideration from the IOC to 0.67 was analyzed.

2.5 Data Collection

To determine the issues to crawl down the current problems, needs and approach to evaluate teaching internships for trainee educational students in teaching Internships professional teacher in school. The selection of books, articles and research papers that were relevance and reliability of data was selected. To analysis and synthesis of information contained in the documents and related research problems with the current requirements and guidelines for evaluating Teaching Internships for trainee educational students in teaching Internships professional teacher in school from various sources. The researchers recorded data from the analysis with synthetic papers and related research. To record and classify information to cover a sideline words or phrases which are all required information and bring it into code.

2.6 Data Analysis

Analysis of data from documents was related research information from observing teaching internships for trainee educational students in teaching Internships

professional teacher and information obtained from interviews by analyzing the content (Content Analysis) and presentation of the essay. Analysis of data from a query to find consensus with median, mode, and the range quartile was used and analyzed. Using the suitability and feasibility of a guide to assess teaching internships for trainee educational students in teaching Internships professional teacher with average mean score and standard deviation were administered to evaluation and assessment.

3. Results

Analysis of current synthetic problems' needs and approaches to evaluate practices for trainee educational students in teaching Internships professional teacher in school were found. In assessing the current state of the EIPM model was differentiated. The problem of the EIPM in four disciplines of performance criteria to determine teachers' lack of gluten indicator and evaluation criteria that reflect the performance, the quality of student assessments was not made according to actual conditions. Requirements and guidelines for evaluating the EIPM set a standard of teachers. The EIPM model included of four competencies; to manage learning in specific disciplines, to evaluate, improve and develop curriculum to suit the potential learners, can do in the classroom to develop students, and to prepare a report on learning management and student development that those who want to be involved in the assessment for a need to assess the quality of be teacher.

The EIPM model was used to evaluate Teaching Internships in school. Trainee educational student was assessed with the EIPM model was including principle objective assessment consists of five components; the curriculum in specific disciplines contain three main indicator 14 sub-indicators, to assess, improve and develop curriculum to suit the students' potential indicator consists of two main sub-six indicators, to develop the students in the class consists of two main indicator nine sub-indicator. The four components reporting results, learning and student development comprises two main indicators five sub-indicators. Five elements and attributions include two teachers, the main indicator 11 sub-indicators. The assessment method comprises the steps of assessment. The details are as follows; appoint a committee to conduct an assessment of Teaching Internships in schools. They were met the assessment by the planning and assessment, analysis, summary and evaluation, and assessment report are provided.

Research instruments were selected and composted of the questionnaires to assess the 5th edition of the evaluation included school administrators, faculty and students to evaluate their teachers supervision, and evaluation criteria is used to assess

the absolute (Absolute Criterion) and the appropriate checks (Propriety Standards) and possible (Feasibility Standards) forms of assessment that objective assessment. Using the composition assessment indicator assessment methods and evaluation criteria appropriate (Propriety Standards) and possible (Feasibility Standards) met certain criteria (Mdn.> 3.50 and IQR. <1.50), indicating that the group of experts have agreed that. The EIPM model to evaluate for trainee educational students in teaching Internships professional teacher in schools of trainee educational student was appropriated (Propriety Standards) and possible (Feasibility Standards) can be formed to evaluate the diagram below.

The results of evaluation guides to assess Teaching Internships for trainee educational students in teaching Internships professional teacher were found to be reasonable (Propriety Standards) at a high level (\bar{x} = 4.46, S.D. = 0.18) and there is the possibility (Feasibility Standards) at a high level (\bar{x} = 4.32, S.D. = 0.25).

4. Conclusions and Discussions

To analysis of current synthetic problems, needs and approach to evaluate the EIPM model for trainee educational students in teaching Internships professional teacher in school. Trainee educational was determined to evaluate Teaching Internships in school with the EIPM model. Teachers set standards of professional experience to requirement for professional Teaching Internships in bachelor of education degree programs. The details of the performance of four competencies; to manage learning in specific disciplines, to evaluate, improve and develop curriculum to suit the potential learners, to be able to do in the classroom for developing trainee educational students, and to prepare a report on the results of the learning and development of students. It is mandatory that Teachers' Professional Standards by the Act AD 2013, with the approval of the Minister of Education. The Teachers' Council is to issue regulations governing the professional standards.

The researchers developed an EIPM model to assess trainee educational students in teaching internships professional teacher in school on this occasion. In order to evaluate the trainee educational students in teaching Internships professional teacher in school are cleared. To be able to be used as a framework for the implementation of quality teaching standards and guidelines for the assessment, and needs assessment survey on trainee educational students in teaching Internships professional teacher in school are demanding that those involved in evaluating teachers, in conjunction with the feature. Due to the properties of the individual duty teacher candidates in accordance with Buddhadasa or Buddhism the "duty of teachers is to teach students,"

but to teach students of each teacher's practice was differentiated. In fact that teacher not only teaches but books to graduate, complete with a teacher will perform the full dignity and grandeur to the full. Teachers need to anchor themselves to the highest ideals of the profession.

To comply with several scholars was discussed to attributes and skills that trainee educational students need teachers and teacher characteristics and skills needed for practice include (to treat themselves. Professional practice to patients and conduct a joint practice, and the skills needed in the modern era (Commission on Higher Education, 2009), the Office of the Basic Education (2010: 14), Secretariat of the Council. (2013), gave the Brahmaganabhorn, Isra Narawadee Chamnankit (2011: 74), Wilaiporn Seriwat (2012), Surasak Pahe. (2013: 4), and Trilling and Bernie (2009: 176).

The researchers have applied the concept to assess by Sirichai Srikanchana (2009: 103) says that the evaluation model or a concept. Convention on the assessment shows that should be evaluated or the process of evaluating which model will tell teacher. In the assessment, consider the matter, assessing each individual or subject should be considered or examined. However, application forms and concept development evaluation of Nevo (1983) and Stufflebeam (1971) were administered. Discussion of the 10-questions that should be answered in the development of the evaluation model was discussed.

Researchers have brought the idea to create a framework to develop a model to evaluate teaching internships in schools. Student teachers contain with principles of assessment objective assessment. The evaluation focused Assessment methods steps to rate of the tool used to evaluate the assessor and evaluation criteria to trainee educational students in teaching Internships professional teacher in school on this occasion.

The principle announced by the Council to determine of evaluation focused attributions of education assessment guidelines of the EIPM model for trainee educational students in teaching Internships professional teacher in school. Trainee educational students are appropriate (Propriety Standards) and possible (Feasibility Standards) technical EDFR (Ethnographic Delphi Futures Research) and assessment form to create a guide to assess the appropriate (Propriety Standards) possibility (Feasibility. standards), accuracy (accuracy standards) and helpful (utility standards) compliant study (Joint Committee on Standard for Education) (Stufflebeam and Shin, 2007). In order to the EIPM model for trainee educational students in teaching Internships professional teacher in school was assessed.

5. Suggestions

1. As a guide to evaluate Teaching Internships in schools. Student teachers that conform to professional standards set by the Council and according to the needs of today's society.
2. To be able to be evaluated as the information in the process of professional practice in educational quality.
3. To plan or policy of the entities involved in the restructuring plans.
4. As a guide to develop a model for assessing the performance in other professions.

Acknowledgement

This research was done perfectly well by courtesy of Prof. Dr. Arun Suikraduang celebrated professor advisor, Prof. Dr. Piyathida Panya, advisor together, Prof. Dr. Chira Chano who was blessing qualified, and Prof. Dr. Paisan Worakahm who is Mr. President, the control of this research, please advise and correct the defects as well.

Thank you to multiply expert who assists in providing information carefully and recognize the value of research to get the current conditions, problems, needs and ways to evaluate student teachers to be able to guide professional development for trainee educational students can be configured to evaluate teaching internships in schools.

Giving many thanks to the multiplication of the faculty, parents, parent of oriental who taught endow knowledge to the research and to sponsor everyone with love and respect them.

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