Chapter 2
Review of Literature

Documents and related research to a model for developing mentor teachers' roles in promoting the student teachers' learning management abilities the details are as follows:

2.1 Process of teaching profession on teacher training

      2.1.1 Standard of teachers' profession

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2.1 Process of teaching profession on teacher training

2.1.1 Standard of teachers' profession

The Teachers' Council determined of the teachers' professional standards in 3 aspects as Standards of Professional Knowledge and Experience, teacher performance standards and professional ethics standards of own practices (professional ethics), teachers have met the professional standards for entry into the profession. They have to pass through the process of teachers' practices in schools at least one year that included in the curriculum of The Bachelor of Education Degree. And they have to pass the criteria of teaching practice as the formula determination, methods and the conditions as The Teachers' Council determination. Those are passing through the course of professional practice, while studying and teaching practice in The Bachelor of Education Degree for

specific subject. They have knowledge base of learning management and use all their knowledge integrations into teaching practices, preparation lesson plans based on the children-center, learning process management, media selection, production and innovation according to learning management, use of techniques and strategies for learning management, measurement and evaluation of learning outcome, utilization of evaluation results to develop learning management, and students' qualification, recording and reporting the management of learning outcome. They must have potential capacity: learning management ability in a specific subject, evaluation, improvement and development of learning management suitable to the students' potential ability, capacity of reporting students' learning outcome and students' development (Teachers Council, 2013: 1). Teaching profession on teacher training for specific subject is a practice in teaching field. Most of the teacher-production curriculum in the educational institutions determined teacher students to do the teaching practice in the educational institutions for one year or two semesters.

2.1.2 Targets of teaching profession on teacher training

Teaching profession on teacher training is the key activity of teacher - production and the Teachers' Council set it in the standards of educational performance as the aspects of the learning management capacity for specific subject. In addition, Rajabhat Universities are the important oldest institutions in Thailand producing teachers, they set the prior targets of teaching profession on teacher training , the first one is the ability of learning management by using their teaching professional knowledge and understanding from their education in the universities. Then they bring all of those to practice and apply to teach in classes. This will be the cause of confidently practicing in their teaching, and causing a favorable attitude towards the teaching profession, and they tend to be good teachers in the future. Indicators for evaluation of learning and teaching management is teaching behavior which means activities or any method used by teachers for their students' learning. Learning and teaching is a process of interaction between students and teachers doing activities together, some teacher do and others the students do; but the outcome of doing activities is students' learning.

Sathitpakikul, et al. (2012: 70) sum up her concept about characteristics of teachers' professional skills in the future. They must have skills for the curriculum development,

design learning management, students' analysis, learning management, (explanation, asking questions, stimulating students' interest, singing and storytelling), creating learning atmosphere, producing educational innovation media, assessment, evaluation and classroom research.

Viroj Saratana sums up teaching skills for the 21st century from some scholars such as Simmon (n.d.), Flamand (n.d.), Nash (n.d.) March (2012), and relating with the concept of Panich (2012); those have the same idea that in 21st century people can more easily access to electronic media. In this century, teachers are able to work with others in order to bring new technology into classes and to prepare their students to go out into the whole wide world. The teachers have to keep up with the technology for the students' learning and their professional development. Teachers should have technological skills such as electronic communications, documentation course, access to various sources of current information, teaching skills for research and use software to promote the students' critical thinking.

Sarasan (2004: 109-110) sums up teachers' behavior in their teaching into 4 aspects: learning and teaching methods and activities, using of teaching media , learning evaluation and measurement, interaction between teachers and students. Suttipornmaniwat (2006: 6) classifies teaching behaviors into 4 aspects: learning and teaching preparation, teaching practice, using teaching media and evaluation and measurement. From studying the manual of teaching profession on teacher training of Nakhon Ratchasima Rajabhat University is found that media assessment tools for learning and teaching of teacher students being classified in to 4 aspects: planning and designing lesson plans, learning management, evaluation and class management. Kanchanaburi Rajabhat University (2013) and Phuket Rajabhat University (2013) classify the teacher students' behavior into 4 aspects as well: learning lesson plans, using learning and teaching materials, creating learning atmosphere and classroom communication, and learning outcome evaluation .

Chiang Rai Rajabhat University determines the 8 standards of the teacher students' teaching profession on teacher training related to the learning and teaching management as follows : the preparation of teaching, the ability of learning management and students' development, the ability to evaluate the differences among learners, the ability of teaching various instructional strategies, the ability of providing the learning atmosphere, the ability of communication, the ability of lesson planning, and the ability of evaluating

students' learning. Chiang Mai Rajabhat University divides the evaluation criteria into 2 aspects of teacher students' learning and teaching management of teaching profession on teacher training as follows: teaching preparation and teaching management aspects. Chantrakasem University determines the assessment criteria for teacher students' learning behavior into 7 components as follows: planning and preparing of learning management , learning activities focusing on the learners' center, process of using learning and teaching media, motivation and reinforcement , class management and create learning atmosphere, communication and promotion of thinking process and students' learning outcome assessment . Khachitnetitham (2013: 208-218) determines the forms of supervision and behavior of teaching in classes for supervising teachers and mentor teachers that composes of 5 aspects as follows : 1) Preparation of lesson plans 2) Learning activity management such as the step of introduction to lessons, the step of teaching , the step of learning lesson conclusion and the step of learning outcome evaluation 3) Class management such as class control, solving problems during learning activities 4) Use of learning media such as selection of learning media, use learning media methods and 5) Use of learning techniques such as using of question and reinforcing stimulus.

The report of research and curriculum development of producing teachers in 21st century: A Case Study of Faculty of Education, Nakhon Si Thammarat Rajabhat University, Sathitpakikul (2012: 70) sum up the concept of teachers' characteristics about their professional skills in the future. Teachers must have skills on curriculum development, course design for learning management, students' analysis, learning management (Explanation, posing question, interest stimulation, singing and storytelling), creating learning atmosphere, producing educational Innovation media, evaluation and classroom research. Learning management of teacher students' teaching profession on teacher training composes of 5 aspects: Preparation of learning management, learning activity management, preparation of learning media management, evaluation of learning outcome and building the learning atmosphere. The details are as follows:

1. Preparation of learning management

The previous learning management is the important process which teachers should prepare written lesson plans before teaching, use the same basic data elements for students, set learning objectives, learning and teaching activities, media and learning resources, measurement and evaluation and time telling. All of those are guidelines of teachers' learning activities; and they influence to students achieving their learning outcome objectives efficiently (Wichalai, 2006: 3). Preparation of learning management by defining elements and written properly, is called a lesson plan. It helps teachers to teach carefully in learning management; and it should contain of different parts such an objective, a subject content, teaching materials, methods, schemes and exercises. A well-prepared lesson plan should be composed of the subject content knowledge, recognizing students, understanding students, students' characteristics and their interests, knowing and understanding of teaching techniques, preparing materials and understanding the aim of education, the aim of a course and the aim of a specific lesson (Ajinsamacharn, 2004, pages 58-59).

A lesson plan is likewise a teacher's blueprint which contains the text to the students achieve the objectives of teaching and learning.

In conclusion, the preparation of a learning management means an advance lesson planning systematically, a course analysis, preparation and long-term planning, written lesson plans correctly. various documents preparation, learning media selections, learning process management, learning measurement and evaluation. All of those must be correctly and ready to use for learning activity management.

2. Learning activity management

Khipanawattana (2005, 2) mentions the meaning of learning management is the activity or any method how to teach students achieving their learning outcome. Learning and teaching are processes of the interaction between students and teachers sharing both of their activities. But the result of all those activities is the students' learning outcome because it is   associated between teacher–student relationship; so it is called "learning and teaching".

The characteristics of good learning management are 10 items: 1) Teachers encourage their students to   practice as much as possible. 2) Students are promoted to

work in groups. 3) Teachers take into account the differences of students. 4) There are integration among subjects. 5) Teachers stimulate students' interest before teaching. 6) There are interesting instruction media in class. 7) There are interesting activities. 8) Teachers encourage students' thinking. 9) There is positive and negative reinforcement. 10) There is learning evaluation periodically (Khipanawattana, 2005: 12).

Child - center in learning management should have these features. 1) Teachers trust in students' potential by providing facilities, setting good atmosphere for students to search their knowledge. 2) Teachers provide experiences for students to develop their bodies, minds, intelligence, emotions and societies. 3) Teachers focus on students to think systematically and critically, and linking their knowledge within their daily lives. 4) Teachers stick to individual differences among students. 5) Teachers integrate moral experience management. 6) Teachers use the process of various learning activities. 7) Teachers use authentic assessment with various methods (Wichalai, 2007: 253-254).

In conclusion, learning activity means learning activity management for students to gain learning by transferring knowledge, using several techniques and instructional media, evaluation and assessment. Those are from systematic lesson plans which is divided in to 3 steps as follows: 1) Introduction to lessons 2) Learning activities 3) Lesson closure.

3. Learning instructional media management

Wichalai (2007: 255) defines learning media as the method or the process of authentic materials, teaching instruments for learning experiences and personnel's benefits, innovative media technology in education by using the guideline for selection learning media and resources as following items:

1. Consistency with learning activities, learning content, leaning objectives, and learning standards in each learning unit

2. Enhancing knowledge and comprehension which helps students to achieve the concept, skills and good attitude rather than teachers' teaching materials.

3. Appropriation with students' age, grade level, interest and time limit

4. Taking into account of students' benefits and value

Romkaew (2005: 122-123) mentions the principal selection, usage and instructional media evaluation are the following items:

1. Selecting the instructional media in accordance with the learning objectives

2. Enhancing student participation in using the instructional media

3. Selecting instructional media that stimulate the learners' interest

4. Selecting suitable instructional media with students' abilities and prior experiences of each individual difference

5. Selecting available and convenient instructional media for using

In conclusion, learning media arrangement means the ability to prepare and develop own learning media or to improve, selecting various quality learning media all around them. Those are different of natural media, printing media, technology media and various learning networks in local areas. They are appropriate with students' developmental level and differences, compliant with courses and learning objectives and learning activity design. Contents are accurate and up to date, and regularly evaluate their quality.

4. Evaluation and assessment of learning outcomes

Wichalai (2007: 259) concludes about the authentic assessment as follows:

1. Learning management is evaluated all the time, every situation, and every where that managing on learning and teaching.

2. Sticking to students' behavior, real situations and, connecting with learning to real life

3. Students have a part of self-assessment using several information.

4. Focusing on the quality of student portfolios which comes from their knowledge integration and capabilities in several aspects.

5. Focusing on the evaluation of students' capabilities as the aspects of skills, critical thinking, synthesis thinking or the opinion in complex level

6. Enhancing positive interaction, focusing on the participation of students, teachers and parents

The evaluation of learning assessment is focused on student-center (Pinyoananpong, 2002: 5-7). It should have a type providing and giving an opportunity to students choosing and presenting knowledge, capabilities, feelings, and real practices. Evaluation must be adjusted, added techniques, the different valuation methods which are compliant and suitable with subject matters, and students' learning process. They can be operated continuously and concurrently with students' learning activities. The

evaluation is a part of learning activities which teachers friendly use it with the evaluation forms. They also have helping mind more than watching attentively for mistakes and punishment.

Fongsri (2011, 16-18) says the assessment is a mechanism of development and its future trends are as follows:

1. Focusing on developing concrete things means the result of the current and future of evaluation practice must be developed the authentic things.

2. The comprehensive and multidimensional assessment means each evaluation must be comprehensively both in the evaluated things and the related parts of them.

3. Using various sources from other evidences or from various stakeholders' involvement in order to be covered and validated evaluation .

4. Using several methods and tools

5. Using more various examiners from stakeholders, if using any part of them, it may be biased. The new teaching valuation is called 360 degree evaluation which focusing on the cooperation.

6. Focusing on evaluation periodically and continuously

In conclusion, learning measurement and evaluation means data collection, analysis, interpretation and record from both formal and informal evaluation by using several methods and instruments appropriated with students' age, appropriate and consistent with their behavior which needs to be evaluated. Then taking the results to be estimated and prepared to the determined criteria in the indicators of learning content standards of the curriculum by using the authentic assessment criteria, information technology management, information feedback on the student progress, students' strong and weak points, conduct assessment of good ethics assessors.

5. Creation learning atmosphere

Khipanawattana (2013: 23) mentions that learning environment is a factor of learning promotion consisting of 2 aspects as follows: 1) The psychological environment such as the classroom atmosphere, the relationship between teachers and students and among students etc. 2) Physical environment, such as chalk boards, tables, chairs, lighting, temperature, cleanliness, tidiness of classrooms and etc.

In addition, Somdee and Sotachinda (2002: 14-16), mention to important environmental   factors of learning as follows:

1. Teachers take into account of the students' individual differences such as psychology, emotion, society and intelligence.

2. The relationship between teachers and students has friendship characteristics, patroness and friends' mutual concern to each other.

3. Students trust in teachers.

In conclusion, learning atmosphere creation means the classroom environment management to support students' learning both of the physical and social interaction. The physical environments are care cleaning, organizing classroom, social interaction environment such as   teacher's positive interaction with students by using teaching techniques , psychology principle and classroom management .

2.1.3 Mentor teachers' roles in enhancing   their abilities in the aspects of the teacher students the learning management are as follows:

1) The importance of mentor   teachers' role

Mentor teachers are important persons closing to teacher students. Mentor teachers means the teachers who are appointed to be the confidant teachers to those students by school directors. They also have right qualities as the Teacher Council's specification. Therefore, they have the most important roles to the teacher students' qualification. Finland is a country managing   its educational quality in the forefront of the world. It can be seen in the report of Programme for International Student Assessment or PISA of high school students.

It is recognized the importance of teaching training and supervising of mentor teachers. Their duty is to develop teacher students but they do not supervise on them. One of them oversees and trains approximately 2-3 teacher students to understand courses, understands teacher students and teaching preparation. They demonstrate teaching as the example, then discuss and reflect of their ideas. After that teacher students practice on their experimental teaching, and their friends and mentor teachers reflect their ideas to them. In the meantime, teacher mentors develop them to have leadership skills, management, creative thinking, problem solving and classroom research. As the above result, the statistics shows on the high rate of new teachers

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staying for a long time in their profession until their retirement. (Sanhachawee, 2012: 89-90).

A study of a condition of training on teaching profession for science teachers, curriculum of teacher production from the 5 year- program a long with the learning reforms finds that the teacher students reflect to supervising teachers and mentor teachers are important persons who develop their learning. The research recommends to teachers' profession center should prepare mentor teachers to understand about their own roles in the process of training on teachers' profession. Teacher students should have the opportunity to observe, to help working, and to train practicing on teachers' duties in the various real situations.

Mentor teachers work as advisors, give advices and help teacher students. The center should have planning to coordinate with mentor teachers. Moreover, teacher students reflect those teacher mentors giving consultants and being good models for them. Therefore, they have the capacity and attributions, so mentor teachers should give advices and motivations to reduce their anxiety, and they should take care regularly of them. Then they should transfer teachers 'good characteristics to the graduates. (Faikhamta, 2010)

From a study of foreign research about the teaching professional development is found that most of them mention to persons who have the important parts to the development teaching profession both during the training on teaching profession and being new teachers are mentor teachers. From the study by Chong (2011: 219-233), he studies about the teachers' self-development from their teaching training until to be new teachers in the first year in Korea. It identifies to the teachers' self-professional development both individual and the social process by studying pre - post periods from one year teaching, and after being new teachers for one year. The understanding of new teachers is influenced from their first experience about students. They have pictures of teaching and their idealistic teachers, but there is a risk to change due to their experienced training in the context of schools. Therefore, the teaching training process should be made a correct understanding about the school context. Being new teachers will focus on his own self rather than students' learning or the professional development. It can be explained that being teachers has a sequence of steps as follows : Surviving, the experienced and worry about other situations and the final step is the

most anxiety fully impact to change their methods. Those affect their students, thus , during the first period of being initial teachers is the first step for their survival. This research indicates that the important application is the teachers' process. It does not only select genius students but also select the ones who have positive thinking to teachers. The perception is about their different experiences between being the teacher students and being the initial teachers effects to their motivation reducing to be teachers. Therefore, during their teaching training, the mentor teachers give them advice and various feedback about knowledge and teaching skills which are very important to them

However, being teachers do not only mean just good teaching, but also include the experiences and understanding of the teachers' roles. These roles are important factors, so the trainers have to fully prepare teacher students to receive the real situation in schools, to promote their positive attitude, to unexpected changes. Those come from new teachers' real-life experiences who find differences and lack of well preparation and make them confuse.

Resulting from the difference from personal's faith, values and expectation from learning, teaching, and the expectation from their teaching profession. Therefore, many new teachers are not interested in teaching, disappointed and hesitated to be teachers, then finally they change their profession. Therefore, the methods to help new teachers to work in the real world are providing good advices and consults and orientations. The schools have to integrate of the teachers' learning management from their practices in daily life to cover change process, the facilitation to enhance students' learning, starting cultivate good feelings cause of work commitment and having qualified teachers.

This research concludes that the teachers' professional development is a dynamic process, cultivating awareness about the right of teachers' profession leading to be qualified teachers. The process of consultant and close taking care of teachers in the first year is very important. There should have the curriculum development to establish an effective teacher profession.

Fluckinger, McGlamery and Edick (2006: 8-13) writes an article about mentor teachers. It mentions to qualified mentor teachers' consultants in the first year of teaching; that is an important factor affecting positively to make new teachers existence in the teacher profession and the teacher professional development. The consultant,

advice and encouragement of mentor teachers deliver an important heritage to the new teachers.

From the results of the research, "Factors Affecting to Recognition in the Teaching Capacity of Teacher Students' Profession on Teacher Training" finds that being good models of mentor teachers influences to the recognition of their teaching ability. (Erawan, 2011: 47-58), it is congruent with the research title, " Factors that Effect on Teachers' Desirable Characteristics of Teacher Students' Profession on Teacher Training in Rajabhat University : The Analysis of Structural Equation Multiple Levels" finds that the quality of mentor teachers influences to the desirable teacher characteristics of teacher students. Another title research, "Management Model of Professional Teacher Training to Develop Teacher Quality in Modern Age", (Charu-ariyanon, 2014: 104-116), finds the guidelines of the research have an important one that the mentor teachers must be good role models to teacher students. Its suggestion is the Faculty of Education should manipulate the curriculum or the projects to develop teacher mentors for teacher students.

In conclusion, the teaching profession is regarded as a noble profession. The process of producing teachers is to provide teacher students' opportunity to practice teaching in the real situation. The most important persons to the process of teacher training are mentor teachers. Due to mentor teachers are regarded as a prototype to relay the heritage of being teachers to teacher students. As teacher students get counseling, advice and good teaching prototype, they will affect teacher students having positive attitude towards the teaching profession. It will be affected to their teaching quality and to be good teachers in the future.

1) The role of mentor teachers to teacher students' profession on teacher training

The quality standards of the schools for practice teaching , the aspect of schools about mentor teachers indicates those must have good qualified mentor teachers for teacher students' profession on teacher training by considering from 4 indicators namely:1) Teachers know and understand the objectives and the process of profession on teacher training.

2) Teachers have skills and techniques of the friendly supervision model.

3) Teachers are good role models as the teachers' ethics and the professional teachers.

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4) Teachers have abilities to coordinate, and cooperate with producing teachers' institutions and persons involving in teacher students' and the profession on teacher training, and it determines the mentor teachers' qualifications in 3 items: 1) Having qualifications of not less than bachelor's degree 2) Having at least 3 years teaching experience and 3) Having qualifications for being teachers, (Welfare Office of Teachers' Secretariat Council, 2009. 162). When considering to teacher mentors' roles, (Rowley, 1999: 20-22) it mentions to the of good mentor teachers' qualifications as the following items: 1) Having the intention to fully work in mentor teachers' role 2) Having the acceptation of fundamental characteristics of training teachers that is the foundation of good taking care efficiently. 3) Having expertise to support learning and teaching management, the design skills of teaching and learning and willing to improve the training teacher students' quality. 4) Having effect of counseling for different teacher students' abilities. 5) Being good models of learning continuously 6) Giving encouragement, having optimism and having the ability to communicate.

Fluckinger (2006: 8-13) mentions to the mentor teachers' roles to support new teachers are as follows: 1) Adjusting points of view and enhancing morale 2) Bringing the strategies to use at the beginning by team teaching. 3) Avoiding to let them stay alone 4) Task management 5) Helping the quality and expertise improvement 6) Helping new teachers to use data to drive the evaluation of learning in classrooms by updating information and research 7) Consulting by asking questions to reflect thought.

Melek Koç (2011: 193-208) develops the indicators of mentor teachers' roles. There are objectives to develop, to check the accuracy and the reliability of the mentor teachers' indicators and teacher students by analyzing the compositions that consists of 9 elements as supporting learning and teaching (α = .917), orientation (α = 0.830), moral supporting (α = 0.777), recommendation on lesson plans and effective teaching (A = 0.780), recommendation about teaching resources (α = 0.657), evaluation (A = .574), preparation of mentor teachers' roles (α = .688), recording the results of teaching observation (A = .562), and comments in writing (α = .413), as the variability can be explained the roles of mentor teachers at 52.97 percent of the total variance.

The role of mentor teachers from the result of study on teacher students' specific profession on teacher training from science subject in the academic year 2001 (2002), Rodraengkha and Srisukwattananan (2002: 104-117). Both of them have their opinions

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to the mentor teachers' roles as the following items: 1) Being as good skilled consultants giving effective advice and encouragement to reduce the anxiety and the stress, to take good care, to provide available time, to pay attention on teaching their students and to carefully catch up with the students, and to observe the students' development. 2) Being self-consultants including helping and listening to students' problems and advising and helping to use the methods to solve any problem. 3) Transferring their good characteristics to them. being as good skilled consultants giving effective advice and encouragement to reduce the anxiety.

Thipkhong and Chandra (2005) study on mentor teachers' roles and their characteristics in training experiences in teaching profession in mathematics, Faculty of Education, Kasetsart University. It is found that the role of mentor teachers has 11 aspects: Checking teacher students' lesson plans, recording the results of supervision every time to follow up the students' development, observing their teaching in classes and recording up the results of the supervision to follow up the teacher mentors' development, checking their signatures on time working, checking their lesson plans, consulting with their teacher supervisors, meeting each group of students, meeting individual of students, evaluating the result of supervision, participating in the orientation before sending teacher students, and evaluating the results as the schedule of those students' training experiences in teaching profession. It is found that the mentor teachers play an important role, such as the role of meeting individual of students, observing teaching in classes and recording the results of supervision to follow up their development.

In conclusion, the role of mentor teachers enhances the ability of teacher students' training experiences in teaching profession on their learning management. There should have more elements to promote and enhance their abilities for 5 aspects namely: preparation for learning management, management of learning process, management of learning media, evaluation and assessment on their learning outcome and the aspect of creation the learning.

2.2 Model of mentor teachers' development

2.2.1 The concept and theory of creation model of mentor teachers to support learning management of teacher students' training experiences in teaching profession.

The theory is a set of concept, conclusions and presumptions that mutual connecting and being described the behavior and phenomena systematically. The study of the theoretical concepts having an important role is determined the related phenomena, classified the categories of phenomena, created the concept, concluded and predicted phenomena and leaded to do the research and development. Moreover, the theory has the benefits as the following items: (Mongkolwanit, 2012: 63).

1. Causing knowledge, new ideas towards advanced academic

2. Can be used for predicting events, behaviors and problem solving

3. Helping to extend the efficiency of work due to various alternative choices

4. Using as the principles of working performance leading to the right methods

Therefore, creating a development model of mentor teachers should be studied the theoretical concepts to be the principles and guidelines for the development. Those compose of 3 principle theories such as, psychological and sociological theories, and the concept of personnel's development as the details below:

1) Psychological Theory

Psychological theory has an important role to develop educational personnel's learning since psychology is a science subject studying on human's behaviors, understanding the cause and effects of those directly related to personnel's behaviors as being a consequence from social stimulation (Wong Anutroj, 2010: 16).

1.1) Learning Theory

The basic concept of personnel's development is the learning paradigm as Watkins (1995) defines the learning concept of human resource development which is a body of knowledge and practices to support the learning capacity to work in long - term period that happens to the individual, groups and organizations. It is a behavioral change as a sequence of human's experiences related to the environment or training including the change of the quantity of learners' knowledge (Khaotrakool 2010: 185).

While considering learning psychological theories of Bloom, it is mentioned about the components of learning observed by representative behaviors. That consists of 3 components: The change of knowledge and ideas, the changes of emotions, feelings and attitudes, and the change of physical movement. In conclusion , learning will affect permanently psychological change of behaviors those derive from experiences. Therefore, personnel's development is essential to understand the learning nature,

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particularly with working age adults, (Phuwittayaphan, 2012). Phuwipadawat (1988: 4) mentions to the components of learning as the readiness regarded as the psychological component are an important learning of mature learners or the readiness of bodies , minds, emotions and societies. These can learn better than those who lack of maturity.

That theory compliancs with Wongpracharath (2556) studies on an educational supervision model by the school committee of the basic education who are the outsiders. She finds the component of the readiness affects on the success of the educational supervision, such as psychology, knowledge, understanding readiness and teachers' skills. It is related to Nonhuaro (2014) studies on the model development of the empowerment evaluation to increase the performance aspect of teachers' educational measurement and assessment under the Office Prachinburi Primary Educational Service Area Office 2. There is the process of activity management the model development of the empowerment evaluation. The first step is the readiness empowerment which aims to the trainees being ready, enthusiastic, anxious to know and ready to learn all kinds of content. According to the learning theory of behaviorism group, theory of connectionism of Thorndike mentions to the law of readiness meaning the state of readiness or learners' maturity of body, learning organs, minds and including the basic of prior experiences, the readiness of hearing, optic , nerves, brains and muscles. All of those relates to a brand new of knowledge, interest, understanding to learning contents. If learners have the readiness of those elements, they will generate their learning. There are crucial characteristics of the readiness as learners are ready to practice, they are satisfied with learning. When learners are ready to practice, but they cannot do, they will be discontented, so they have no learning. In contrast, if the learners are not ready to learn, but they are forced to practice, they are discontented, and they do not generate learning (Chitthong, 2010: 36).

1.2) Constructivism Theory

Constructivism theory comes from the basic of development intelligence of theory by Vygotsky and Piaget. This theory focuses on the process and methods of persons in order to create the knowledge and understanding from their experiences.

It is considered as an "acting on" process, not a "talking on" process. Learning process is not only the interaction within the brains, but it is also the social process. Creating knowledge is the process of both intelligence and society together. For the

application theory in learning management or human development is as the following guideline (Khaemanee, 2009: 94-96).

1. As the constructivism theory, learning outcome is focused on the process of knowledge construction and reflexive awareness of that process. Learning objectives must be from the authentic tasks. Teachers must be the examples and practice learning process for students to see, and learners must practice their own knowledge construction.

2. Teaching objectives will change from transfer knowledge to students' gaining stable knowledge, to demonstrate the translation process and to create various meanings. Learning different skills must be learned effectively until learners can practice and solve problems.

3. As for Learning and teaching, learners will have learning roles actively. They must commit data or various experiences, and create meaningful to those things themselves by setting learners in the real contexts.

4. In learning and teaching, teacher must try to create the socio-moral atmosphere; and learners have an opportunity to learn in the atmosphere on social interactions. Those are important factors to create knowledge, cooperation, knowledge exchange, and learners will learn wider, sophistication and variety.

5. As for learning and teaching, learners have fully their roles of learning, then they lead and control themselves in learning.

6. Teachers have different roles from the original ones, by changing from transferring knowledge to be cooperators, facilitators to help learners to learn and to generate their own intrinsic motivation.

7. In the aspect of learning and teaching evaluation, its' characteristic is a goal free evaluation meaning the evaluation following the goal that can be flexible in each individual student. It may be used the socially negotiated goal and different methods such as peer assessment, portfolios and self-evaluation. The evaluation must be used tasks and activities in a real context, and the used criteria should be in the real world criteria too.

1.3) Learning Theory for Adults (Aandragogy)

The Learning Theory for Adults (Aandragogy) is mentioned by Knowles (1980) (cited in Taylor and Kroth, 2009), setting up on 5 hypotheses as follows:

1. While persons have maturity, their self-concept will be changed from independent persons to be the self-directed ones.

2. Adults compile a lot of experiences which are good learning resources.

3. The readiness of adults' learning is closely related to the mission-oriented development of their social roles.

4. Changing perceptions about time, when persons have the maturity from applying their knowledge for the future to immediately use their knowledge application. Therefore, adults focus on problem-centered learning rather than on subject-centered contents.

5. Adults have more motivations to learn by their intrinsic components rather than the extrinsic ones.

6. Adults need to learn when they know about things they learned. Before learning they should be explained about the learning importance, and they are realized those things they too.

Promotion adults' learning is related greatly on learning , and training them is considered as follows (Wattanawongse, 2001: 16):

1. It should be considered the importance of learning motivation as persons can learn well if they need to learn those things.

2. Learning environment must be convenient, appropriate, trust and respect them.

3. It is considered of individual person's learning needs and different learning styles.

4. It should be considered of prior knowledge and experiences.

5. It should be considered of taking care and focused on learning contents and activities.

6. It is important to learn about realistic problems and using their learning to solve them.

7. It is a must to pay attention to learners' participation on both their intelligent and physical aspects in learning activity management.

8. It should be spent adequate time for learning, especially on learning new data, new skills training, and shifting their attitudes.

9. Providing opportunities for practical training until getting good effect or bringing their knowledge for application.

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1 0 . Providing learners to present their potential or competence learning until they realize the advanced progress being able to reach the goal.

1.4) Theory of Motivation

Motivation means the state of persons being stimulated to present the behavior to their destinations. The needs of motivation to work are persons' working efforts to progress in their positions. It will make the individual person to choose his behavioral responses to stimulation most appropriate for different situations. The selected behavior is the result in personality traits and the environment (Wong-anutroj, 2010: 111-112) as the following items:

1 . If a person is interested in anything, he will choose his behavior, and he is willing to do that activity. Then he attempts to make the best result.

2. The needs will be stimulated persons to do various activities and to respond to their needs.

3 . Value is the worth of various things such as economic, social, aesthetic, ethical, academic values. All of those will be stimulated to drive their behaviors following those values.

4. Attitude influences behavior, such as if he has a positive attitude towards his work, he will devote to do it.

5. The aims are different levels, there are different stimulation too. Persons who set their high aims will try more than someone who set the low ones.

6. The expression of needs in each society is different as the following customs, traditions and cultures of their own society. Furthermore, people in the same society have the different behavioral needs because those are from human's learning.

7. The same needs makes persons behave differently.

8. The different driving force make persons do the same behaviors.

9. Behaviors may be satisfied the needs in various ways and more than one thing at the same time.

A Theory of Human Motivation is explained in Maslow's hierarchy of needs. Maslow sets the hypothesis about persons' needs as follows (Wong-Anutroj, 2 010: 116):

1. Persons always have needs eternally. When the demand has been already met, other needs will be happened eternally too.

2. When the needs have been already met, they will be no longer motivated of other behaviors. If the needs have not been met, they are still motivated in persons' behaviors.

3. The needs of persons will be hierarchy is organized of important steps. When the needs are low, and they have been already met, persons will pay attention to the next higher levels.

Human's hierarchy of needs list into five levels as the following items: (Kejornnon, 2008: 83).

1. Physiological Needs: There are basic requirements of human beings to survive such as food, water, air, rest, clothes and so forth. All persons meet the basic needs from their income they earn from working.

2. Safety Security Needs: Human beings need security, certainty and safety in their lives, including economics and emotions. Persons seek for security for their own and families.

3. Social Belonging Needs: Human beings are social creatures who need interaction and engagement with others. They also need to be accepted as a part of the society. Therefore, when their basic needs of life have been already met and they get the security that they will be able to live safely. Then they enter to be members of the society, especially an acceptance, and a morale support from internal organizations. Those are important factors making them feel to be members of the groups.

4. Esteem Needs: Human beings need self-esteem that to be praised and respected from other people. The feeling of their self-esteem is from reputation, honor and admiration from the society.

5. Needs of Self-Actualization: Individual person needs to practice anything that he is interested in order to use his potential or to realize his full capacity.

Model of Incentives of Keller (Keller's ARCS Model), (Wattanawongse, 2001: 19), there are 4 elements as follows.

1. Attention: The first important thing is the attention and the interest, the empathy and the intensity of learners are stimulated factors for the first training.

2. The relevance: The learners have to see the relevance and things related to their work which they are responsible for as well as the importance of training.

3. Confidence: Learning motivation will be increased due to learners' confidence. It may help them to achieve the goal and to success in learning activities.

4. Satisfaction: Learners are awarded from outside such as certificates and diplomas, they will be satisfied with learning or training. If the inside satisfaction is more important because it can be motivated persons to learn more in other activities in the future.

2) Theory of Sociology

2.1) Theory of Role

Role means practicing with the rights and duties of the status or behavior expressed by persons presenting their status. Muensit (2010: 100), and Thongsawang (2006: 69) mention to the meaning of the role as the one element in the process of organizing social positions in the society. Those persons must have to present their position roles. Therefore, the status and the roles are generally concurrent by nature. The role is the practice on duty of being the positions or the behavior of those. Suratanakawikul and Rachapantharak (2002: 78) mention when a person has any status, he is to be expected from others. They must fulfill their responsibilities as defined in the state. They hope that a person must practice on his regular duties and responsibilities in that status. As the person practices as his right and duty of his own recent status called "present the role." Therefore, the role is a thing always being with the status due to it is a characteristic abstract, and it cannot be seen. So the role has a concrete characteristic, it can be seen from the behavior and from the shown action. Persons in the same status are expected to show their roles in the same pattern as the determined norms. Persons' roles are different, even if they are in the same status.

Wungdsukjai (1995: 59-60) mentions the role is the indicator of what the status is shown at that time. Sirichanchuen (2002: 63-64) mentions to The meaning of the role is the compliance with the rights and obligations of the social status being determined by a society. Complying with the norms of the status of a given society as a guideline. Practicing by norms of social status is determined to be a guide or a pattern of practiced behavior. Therefore, the role goes along with a social status, which

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determining of persons' social roles is upon to the social norms influenced from values, customs and cultures of a society how to practice correctly and suitably with situations. Persons' roles are expressed on their status participating to others in that society. By the content of roles, it is found that an interesting issue that persons know and practice as their roles correctly, they must first undergo training to learn the rules of society.

Kejornnan (2008: 36) mentions to the important issue of the two roles that are role conflict and role ambiguity as the following details:

1) Role conflict happens when a person has many roles, and each one is differently expected to his behavior. Persons must appropriately express on their roles in different periods of time. There may cause conflicts and cause problems of them and their organizations. As role conflict may happen in organizations, cause understanding to their roles and express on persons' differences.

2) Role ambiguity: Role ambiguity is determined clearly in the daily life, but persons must recognize and learn by themselves or from the informal process made them confuse and uncertain how suitable for them to behave. This may cause misunderstandings in their behavioral roles,   especially new members who come to the organization. Therefore, many organizations have to do the orientations for brand new members adjusting themselves rapidly, and working as organizational needs.

Bruce J.(1988, p. 44) concludes the theory of role is the specially determined roles for persons to practice any role in the society. Even if some persons do not conduct on those roles assigned to them. On the other hand the real practice of their roles is the persons' conduct on their positions. As the conflicts happened between the roles assigned and those real conducted are caused from:

1) Persons lack of understanding the roles as society needs.

2) The opinions do not coincide with the roles assigned.

3) Persons do not have the ability to act their roles effectively.

In conclusion, "role" means the behavioral expression of the person's rights and formal or informal duties and responsibilities. Those behaviors will be expected persons acting on those roles. Persons do not behave as their right and duty roles, it may be caused of the conflict roles from a person having various roles. This makes him have proper roles in the different periods of time. Being confused and mistaken in their own roles, causing the roles are acted improperly or it may be lacked of understanding in

the duty roles; the opinion is not coincided with the roles or it may be unable to play the role. Therefore, this research aims to create a model for developing the mentor teachers' roles in promoting the student teachers' learning management; and it aims to the teacher students to behave their roles properly.

3) The concept of personal development

Teachers' development must be focused on their own improvement for teachers developing their potential maturely and covering all aspects continuously. When teachers are well growth and perfect sufficiently; they can achieve the goals.(Choomjit, 2007: 33-34), Therefore, the researcher studies the concept of teachers' developing as follows.

3.1) The concept of persons' competence

Competence means the characteristics hidden in persons, which pushing them to practice excellently on assigned work as the role or determined situations. The concept of person's competence performance can be explained by the Iceberg model. Person's characteristic is similarly to an iceberg floating in the water. A little part of it floating above water that we can observe and measure such as knowledge in various courses through education the skills are specialty and expertise in various aspects. The most of iceberg under water is observed and more measurable, including the roles are expressed to the society, self-persons' images, attitudes and motivations. The intelligent and good skill people are like icebergs above water, but it is not enough to practice efficiently. Thus, it is necessary to have inner driving force to show the suitable roles, attitudes and values properly. (McCleland, 1973). Therefore, persons' development by training is not enough to develop and change, it is a must to spend time and to let persons discover the identity of their own.

3.2) Concept of People Development with Contemplative Education

Contemplative education means the learning critical process. The education really expresses to the inner development in order to realize on the value things without bias, love, kindness, tender to nature, public service mind and the ability to integrate various sciences to apply using those above in daily life perfectly. (Cholada Thongtawee, 2008: 27) Contemplative education is learning for a change model having special characteristics. That is focused on the inner development and the basic change

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inner own-self deeply to gain the intelligence that seeing the connections of all things, love and kindness being on the basic of real understanding leading to good mind conscience and realizing on own duty giving to mankind and finally to all things in nature. (Ninchaikowit, 2008: 26)

Contemplative education is aimed to change for human's education, to express on the value of the inner mankind, to create a new awareness with the mind contemplating, to make understanding in various dimensions of inner human: emotion, sentiment, thought and, faith belief knowingly. While it is linking with external dimensions that affecting from the fundamental changes of thought, generating new own-self awareness, and all things that will lead to a conscious practical conscious and wisdom. (Watthanaporn, in 2009: 83)

Concept of contemplative education will have to give an important things by follows: (Thongtawee, et. al, 2008: 47-48).

1. Direct experiences of learning will bring knowledge and understanding that linking with learners' real life.

2. Listening deeply and learning with open-mind.

3. Respecting on every student's learning potential without bias.

4. Acceptance humbly contemplating to mind

5. Monitoring to see as a reality (meditation)

6. The important of the freshness at the moment (Exposure from direct experiences)

7. Values and foundations of local wisdom and culture

8. Creating a community of learning together.

Methods of bringing contemplative study to teach or to do activities are as follows: (Ninchaikowit, 2010: 46-50)

1. Check-in: Preparation of learning, transferring knowledge with own self consciousness

2. Dialogue Conversation: Aesthetic conversation, contemplating speaking and listening to friends, wisely and knowingly, stop talking by using Talking Stick

3. Reflection: Listening then analyzing and thought reflection as topics and various issues

4. Check out: Review lessons by own-self what students learned today and summary with the next assigned task .

5. Journaling: Jotting down the note to show the progress, review periodically and send them to teachers.

Both Office of Council of Education, and the Center Research and Development of Contemplative Education, Faculties of Chulalongkorn University join to develop the curriculum for training the rectors and the vice rectors and the deans in the universities as the 4 courses follows (Sattayopat. 2015):

Contemplative Education Learning is the creation a basic understanding the learning process with contemplative education which aims to the inner development through the practice process. That promotes human potential to understand the truth, goodness, beauty, and a happy life with their wisdom. The examples of activities are the quest things for life, relaxed awareness, four types of risk, safety relationship, aesthetic conversation, change standpoints and 4 power directions.

2 . Enneagram science is explained persons' personalities of 9 types. Each one has different mental basic, motivation, different care-taking, those things are pushed, because persons are incubated, cultivated, trained, taught or learned from close persons, families, teachers, friends, cultures of societies who residents in the area of each person is the same or different in common. Therefore, these elements are cultivated human having 9 different personality types, such as perfect persons, donators, actors, the profound grief, observers, articulators, supreme consumers, protectors or masters and relations coordinators. The example of activities are looking at own-self to choose own characteristic, three zero with songs, sweet heart, survey, choose and interview characteristics.

3. Systems thinking are to make understanding in complex system, a relationship between ourselves with the complex system and a founded change by practicing holistic thinking without separate thinking. We look ourselves relating to us as we are in the system.

The various things or events are happened from causes. All things are impermanent going up and down, good and bad, dark and light, practicing thinking with cyclical theory of deep learning, creating faith, being consciousness, desiring in deep learning practice, practicing looking in the complex incidences as the iceberg. As the theory of thinking at four levels, there are to practice writing mind maps of problems or events, which related with unseen things by making understanding of the

feed back loops, knowing the Archetype, which problems happen frequently, and practicing a life of balance with dynamic theory.

The practice of Systems Thinking helps us skillfully and to make lifestyle adjustment and peace forever. The example of activities are cyclical theory of deep learning , the fourth level thinking theory, dynamic theory, deep learning on my self, thinking theory at four levels, feedback theory, archetype theory and dynamic theory.

4 . Transformative Education is an important concept in human resource development and awareness of the inner self that incorporates ideas composing of thought, sensation, beliefs, attitudes, seeing the world and life related to the outside world . In terms of life and work in various fields, those cannot be separated from each other. The activity examples are balance survey, inner experience survey, conclusion of learning lesson to the application, voice feedback from learners.

Use of the Leading to Contemplative Education: A Case study of Plearn Phattana School

Plernpattana School brings the contemplative education theory to develop teachers' learning by using the process called "Creating Learning Process Inside the World." The ideas of the inner world learning will help to create the authentic soul of teachers and their behaviors. Acceptance of differences is called respecting differences, giving honor of human, those are the important values of organization. The school brings the learning activities of contemplating to develop teachers first. The result of using these activities influenced to the trainees opening their hearts to survey themselves, and understand themselves and others.

This influences them to adjust their consciousness and attitudes, to practice themselves and others in better ways. The activities of contemplating are used to create learning readiness, way of Bua Ban, use reflective thinking process, state of teachers' readiness to teach and encourage students to learn. Elements' success of using contemplating study for teachers' development of project "Plernpawana" can be described by follows (Susilaworn, 2013: 61-62):

1. Leaders of organizations see the importance and issue agenda setting, give priority important for the inner life development.

2. Personnel are given the time and opportunities withdraw from routine work to the learn the inner world.

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3. The skill process leading the participants to search their own inner and learn from one another in the atmosphere of trust.

4. During their working periods, time allocation is provided to research into the dimension of emotion, sentiment, reorganization, listening deeply and sharing; those make them cooperate learning together.

5. Most of people have friendship, self-esteem to each other, forgiveness and no quick decision making.

Factors affecting to sustainability of Plearn Pawana project are as follows:

1. Attitudes of the organization leader to the development of the inner life.

2. The priority and the budget allegations are provided to the project contributing to the development of the inner life.

3. Every one realizes his causes and factors for one another who are beneficence, complementary remedies and growing up together.

4. There are small communities focusing on the inner life importance and having agendas which always exchange their learning to one another.

5. Treating to one another in a friendly manner

3.3) Concept of the Professional Learning Community

Construction professional learning community, learning exchange will contribute the cultural change in the organization. It is necessary to construct professional learning community (PLC). Learning through sharing in the form of creating a community of practice is an important social process in the status of the enhance participation and creating a series of knowledge. Constructing professional learning community is used widely in the United States of America and other countries, those need to develop their education, and the father of PLC is Richard Dufour, (Chaichaowarat, 1, 2015).

In Thailand, Plernpattana School has used this idea to set the professional learning community since 2011. The result of learning outcome finds that the teachers exchange to practice their cooperative learning together. It helps the new teachers learn a guideline of good practice from senior teachers (Susinlaworn, 2012: 154-167).

Learning Community is a continuous process that teachers and educators work in the circle to ask questions together; and they do the action research to achieve students' better learning outcome. The belief is the key of students' better learning, and

it is up to job-embedded professional learning of teachers and educators. The activities are complex and various factors (Panich, 2012: 139-155) as follows:

1. Focusing on learning

2. Cooperative culture for learning of every one and every part

3. Building cooperative questions to good methods and the current situation

4. Expressing on practice and focusing on the continuous development

5. Focus on results.

Guidelines to construct professional learning community are as follows (Hord, Roussin & Sommers, 2010):

1. The teachers and the members in groups together identify the learning objectives of the students or learning outcomes which is a special significance.

2. The teachers and the members in groups together reflect the result of practice teaching, learning management and things affecting on students' learning outcome.

3. The teachers and the members in groups together consider and make decisions to choose the guidelines that should be managed for students. They help the students to generate learning best by considering from the available data.

Those guidelines are practice circles continuously by starting from identify the learners' needs and importance. The teachers write lesson plans together, trial , check, application process, improve on the basis of information , study guidelines of teaching methods, try to use new methods , reflect the results of performance, consider the suitable guidelines for the students. Then, it is entered to the first process of a new circle being a continuous development.

For the result of building the professional learning community is a change the school atmosphere, that helps the members such as teachers, directors, educators and stake-holders, students and their parents share their sense of equal ownership of the school or the professional learning community which focusing on learning and achieves learning objectives. The teachers and every member in the community cooperate to think and find new methods to manage learning. Then the results are discussed on exchanged their learning together. Everyone has self-confidence and others o reach the determined objectives, and every member will be developed his important characteristics and helped to construct the professional learning community . The teachers and the members in the community must share norms and values including

share the responsibility for students' learning. All members manage the inquiry process to reflect the outcome of profession that every process needs the cooperation and total power. It must be necessarily received the support as the ordering aspect of the structure and the persons' in the school providing to plan learning manage together.

It can be observed and investigated to reflect the results of oriented profession. Therefore, the community is compared to the tools for teachers gather together as a community. It causes level change of learning reform for the students' learning development, including teaching profession (Chaichaowarat, 8: 2015).

3.4) Concept of Monitoring Process

Monitoring means the management to perform the inspection results of the operation which was carried out already. It is to comply with the action plan and to monitor the work being directed to the objective needs. Therefore, it is managed the monitoring work system by including both methods for data collection development and the report system together. Boripit (2009: 1) and Boonterm (2006: 33) give the meaning of the monitoring process is a check process and taking care of the determined plan. There are success indicators of the project by setting the clear objectives for directing, setting the standards and threshold indicators and evaluation along with the monitoring. There is an evaluation comparing with standards; and it can be used to correct, to improve the working plan and the better project.   Moreover, it helps the directors to know whether various resources (input) are used as the set plan or not, there is the management going to the set process or not , and the outputs are setting as the right goal or not. The principle objectives of monitoring are guidelines of a new organization management at the present   time which is adjusted to reduce control and more decentralization.

The purposes of monitoring the project s are as follows (Fongsri, 2006.111)

1. To manage the project as the set plan such as inputs, activities and steps

2. To use fully resources, values and economy of the project

3. To know the problems, obstacles and conflicts which has happened since the beginning and during of the project

4. To get guidelines to correct, to improve, to change the inputs, activities and various steps of the projects

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5. To promote and to support and to achieve objectives of the project

The benefits of monitoring the project are asfollows: (Fongsri, 2006: 6).

1.   To know the status and situations of the project.

2. To know good and bad points and the factor problems. Those can be solved immediately or the next occasions.

3. To collect and analyze various data related with the project. To propose projects on statistics or sciences. It is trusted and accepted from the stake-holders.

4. To stimulate the practice workers and stake-holders relating with the project, realizing to duties, responding and being enthusiasm to solve problems and to seek and always improve the project.

5. Executive directors of the project can diagnose and order concisely and reasonably.

6. Being good relationship between executive directors, employees and stake-holders of the project.

7. Being the morale and to the employees.

8. Being the information for the evaluation of executive director in the future.

3.5) Concept of Evaluation for Development

From the philosophy of measurement and evaluation is to seek for and capacity development. It means the evaluation to seek for good and bad points and finding methods to enhance students' full potential. Evaluation is a device of development, so the tendency of future evaluation is as follows. (Fongsri, 2011: 16-18).

1. The evaluation focuses on developing concrete things means the current and future evaluation of to develop an authentic assessment.

2   Each evaluation must be assessed comprehensively of both things and relevant parts.

3. Using many different evidence resources or stakeholders from many parts for covering, and those can be evaluated validity and reliability.

4. Using methods and many kinds of tools.

5. Using more various assessors, if using some parts of them, it may be biased. Therefore, there should be the evaluation from many parts and every part of stake-

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holders. The new teaching evaluation is called 360-degree assessments focusing on the participation.

6. Focusing on the evaluation periodically and continuously

In addition, Buosonte (2012: 211) mentions that the beliefs and the goals of the evaluation in the future will have the key trends by follows.

1. Changing from the evaluation focuses on the information identify on the results of success or failure. It can be explained the problems to raise awareness in understanding on the problems, including the impact that may be happened which is needed to improve and to develop new tasks .

2. Assessment aims to check the responsibility in working operation and the outcome of the operations of the various departments.

3. Evaluation for development is the evaluation to take the result to develop the institutions, making the learning process and learning exchange in work practice.

4. Evaluation to create knowledge base

The guidelines of evaluation development are to bring the outcome to develop according to the characteristic of the empowerment evaluation. This means using the ideas, techniques and findings of the assessment to push to improve and to set the direction of self-development at any level of individual persons, organizations, communities, societies , especially the improvement and project developments using the empowerment evaluation. Those important characteristics (Buosonte, 2012: 139-140) are as follows:

1. The guidelines on evaluation using both methods of mass and qualification in evaluation practice.

2. There are objectives for persons helping themselves to improve the project by using self-evaluation and reflect of its outcomes to improve the project.

3. The stake-holders of the project, including persons who receive the service will do the self evaluation. Outside assessors will present their own roles as the teaching trainers and the supporters. It is up to their abilities or the experiences of persons.

4. Cooperation and group activities to do the evaluation, improvement and development. Assessors do not empower someone, but persons empower themselves by assessors' help or suggestion.

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5. Making a decision of project values is not the final objective of the traditional evaluation. However, it is a part of the process to improve the project continuously, as the condition relates to the context in each period of time. Therefore, it is the dynamic in progress.

6. Improvement and self-directed, accept the truth from self-evaluation and reflect the outcome of sincerely evaluation. Those make persons discover their true selves and finally, bring their own development.

2.2.2 Concept of Professional Development Model for Teachers and Educational Personnel

1) Research and Development

Research and development means the development of innovation or production by using the research process as working tools on each step of development. The important aim of research and development is getting the innovation or production prototype, those can be real used or solved problems. (Buosonte, 2009: 13). And in the process of research and seek for the innovation to solve the problems or to develop educational quality systemically. There are the principle aims to bring the innovation trying to improve the educational systemically more than research for the answers to learning. They may be developed many times to get the best innovation. Moreover, from the concept of Sarnrattana, (2011: 123), research and development are developing the innovations or the object products, it is the concept development reflecting to the principles techniques, the process or the practice method. There is a reason to develop the productions which is a sequel of a change or an advance of the educational innovations. Even though, there is a change in the innovation development or the occurrence of the new innovations. Therefore, it is needed the personnel development to keep up with the change or the advance.

In the conclusion, research and development means a development process of innovations which studied and research systematically. The goal is to bring those innovations to solve problems or to develop the educational quality. Those innovations may be techniques or processes.

Buosonte (2009: 1-3) mentions to the steps of research and development composing of 5 steps as follows: Analysis, synthesys, survey of current conditions,

problems or needs, designing, constructing the evaluation of innovation, trying on the innovation, evaluating and improving the innovation and promoting that as the details as follows:

Step 1 Analysis and synthesis, survey the current conditions, problems or needs of stake-holders with work practice how the current conditions, what problems and obstacles or needs of those improvement or task development as mentioned are better or not. The ways to get the information by analysis and synthesis relevant documents, including the needs of survey to solve or develop the work practice in issues from the stakeholders. This step is to do documentary, synthesis or survey research.

Step 2. Designing, constructing and evaluating innovations. This step uses the results from step 1 to design or to plan the construction innovations, then build the innovation as designed. There is the compliance checks evaluation among the various components of innovations.

Step 3. Trying on the innovations after checking and improving, then trying out the target groups with experimental research. There is a design model of trying out, selecting of the target group for experiment, observation, examination and evaluation from the experiment.

Step 4. The evaluation and improvement of the innovations is the holistic evaluation of using holistic innovations from stakeholders to bring the results as the information for improving the innovations perfectly by performing the project of evaluation research or the evaluation research

Step 5. Publicizing the innovations to a broad group of users. When it is publicized for a while, the collecting data is used from the users in order to be as a result feedback to the research and development process.

In addition, Sarnrattana (2011: 123) mentions to the research and development having the process of developing the productivity or innovation as the model of R1D1..R2D2..R3D3..RiDi. There is a final step using the model of Quasi-experimental design. In actual fields, there is the main purpose to try out the quality of production as --- if X ... then Y --- and to improve and solve the production flaws. Next, it will be publicized to a broad group of users.

2) Definition of Model

The production or innovation are obtained from the research and development.

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It is found that not only getting the material productions, but also developing ideas to reflect the principles, techniques, process or methods for practice. By this research, the researcher presents the definition of model as the following concepts:

Model or prototype means a characteristic of simulation in real situations. If it is needed to achieve the determined purposes, what will be studied and considered. As the prototype is taken from each selection having a way of achieving the purposes (Wongyai, 1994: 4).

Khaemanee (2007: 220) explains on the definition of model as the tools of thought that persons using inquiry for answering, knowledge and understanding of existing phenomena. It is created from thought, experiences, using simile and metaphor or theories, principles and expression of features such as explanation, diagram, or help himself and other persons can understand more clearly. Therefore, model does not use the theory. The elements of the model are as follows:

1. Model can be led to predict the following results, to be examined or observed.

2. There is causal relationship, explain that phenomenon or the causal mechanism appearance those being studied and explained.

3. Model helps imagination to create concepts, relationship of things are being studied, or inquiry knowledge.

4. Model has a relationship structure more than a relationship connection.

3) Concept on Model Evaluation

The study the research and development process is found that in the stage of evaluation and improvement of the innovations. The stage of evaluation and improvement is the evaluation using the holistic innovation, by operating as the project evaluation or evaluation research.

As the standards of the project evaluation developed by the joint committee on standard of education evaluation to use as the principles or guidelines to consider the quality education project evaluation by composing of 4 standard aspects: the standard of utilization, the standard of possibility, the standard of suitability and the standard of accuracy (Buosonte, 2012, pages 183-189).

The researcher used the quality evaluation of research and development model, the model of development mentor teachers to enhance the teaching ability as the

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aspect of learning management of students' process of teaching profession on teacher training , which composing of the standards and indicators as follows:

1. Utility Standard is the standard causing confidence or ensure that evaluation providing the information responding to the users. There are 7 indicators as follows:

1.1 U1: Stakeholder Identification: Stakeholders or persons are affected by the evaluation have to clearly identified to present the needs of using the results of them.

1.2 U2: Evaluator Credibility: The evaluators must have abilities and skills; they are reliable to do the evaluation. This will gain the results which are most accepted and accredited.

1.3 U3: Information Scope and Selection: Correcting information related with the project must cover and respond to questions, to the needs and to the receptors' interest and other groups of stakeholders.

1.4 U4: Values Identification: In the evaluation is to be thoughtfully and clearly done with the viewpoints, methods and reasons for interpreting the value judgments.

1.5 U5: Report Clarity: Preparation of the evaluation report must be clearly, explained in details of the evaluated projects. All are the context, objectives, methods and the obtained evaluation results. In conclusion, the information must be reported simply to understand.

1.6 U6: Report Timeliness and Dissemination: The evaluation results and the report must be timeliness and dissemination which is utilized for persons who want to use it.

1.7 U7: Evaluation Impact: The evaluation is planned operations .Then the report preparation causes stimulated stakeholders to use it increasing continuously.

2. Feasibility Standards: These standards accredit or ensure the evaluation having realistic characteristics, and it is possible practical value. These standards are composed of three indicators as in:

2.1 F1: Practical Procedures: Various methods are used in the evaluation can be done virtually.

2.2 F2: Political Viability: The evaluation should be performed to do the action plans relating to various groups and ideas. Those persons accept and cooperate to practice on the evaluation.

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2.3 F3: Cost Effectiveness. The evaluation should provide valuable information with waste resources on operation.

3. Propriety Standards: These standards accredit or ensure the evaluation being legal, ethics and relates to the publics. They compose of eight indicators by follows:

3.1 P1: Service Orientation: The evaluation should be designed for operations to help organizations or several institutes, and to service for recipients thoroughly and effectively.

3.2 P2: Formal Agreements: This standard has to be the written a conditional agreement legally revealing to employers or dual agreement to know that what, how, whom and when to be evaluated.

3.3 P3: Rights of Human Subjects: The evaluations should be designed and managed to show the acceptance and to protect the rights of evaluation recipients.

3.4 P4: Human Interactions: The assessors must pay respect on recipients' dignity and values. They do not make people feel lost in their dignity and values.

3.5 P5: Complete and Fair Assessment: The evaluation should be written in a reported form to show both strong and weak points, related to the evaluated things to be truly completed.

3.6 P6: Disclosure of Findings: The evaluation report must be straight forwardly disclosed of findings, especially the limited points of the evaluation results to any person, including any evaluation results for persons being legally recognized.

3.7 P7: Conflict of Interest: In the case of the evaluation will have problems on the conflict of interest or the evaluation conflicts. The assessors and the recipients have to negotiate with integrity and openness. This is not an agreement or a compromise about the evaluation process and results.

3.8 P8: Fiscal Responsibility: The assessors must use resources appropriately with the methods and having the ethical responsibility or the professional conduct for expenses.

4. Accuracy Standards: These standards accredit or ensure the evaluation using techniques and methods how to make the information appropriately enough. They compose of eight indicators by follows:

4.1 A1: Program Documentation: The project of evaluation must be prepared the documentation and clearly explained.

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4.2 A2: Context Analysis: The evaluation project must be analyzed in details of the context sufficiently to be clearly identified and classified projects.

4.3 A3: Described Purpose and Procedure: The purposes and methods of the project must be identified and described clearly and sufficiently.

4.4 A4: Defensible Information Sources: The sources or the information which used in the project evaluation must be identified and described clearly and sufficiently.

4.5 A5: Valid Information: The methods and tools that developed or selected for Collecting data or information concerning with the project must be received valid information.

4.6 A6: Reliable Information: the methods and tools that developed or selected for collecting data or information concerning with the project must be received reliable information.

4.7 A7: Systematic Information: Collecting the information, analyzing and writing the evaluation report   must be managed systematically. If it is found a mistake, it will be resolved correctly.

4.8 A8: Analysis of Quantitative Information: The evaluation must be analyzed systematically methods. Those can be correctly answered questions efficiently.

4.9 A9: Analysis of Qualitative Information: The evaluation must be analyzed systematic and suitable methods. Those can be correctly answered questions and efficiently.

4:10 A10: Justified Conclusions: The conclusion of evaluation must be managed sensibly, and the groups of stakeholders can be perceivable.

4.11 A11: Impartial Report: The writing method of the report must be prevented feeling of personal bias. The report must reflect the evaluation finding justly and straightforwardly.

4:12 A12: Meta-evaluation: The evaluation must have self evaluation repeatedly in periodical, holistic and conclusive evaluation. This is considered to be as the evaluation standards as mentioned above. This is such a perfect evaluation, stakeholders will realize of both straight and weak points of the report.

From the developed standards of the project evaluation by the joint committee

on standards for education evaluation. The researcher applies to consider the quality of the model for developing the mentor teachers' roles in promoting the student teachers' learning management of teaching profession on teacher training. It is considered the quality which composes of 4 aspects as the utility, the possibility, the appropriateness and the rightness.

4) Guidelines to develop teachers and educational personnel

From the studies in Thailand on the development of teachers and educators during the years 2006-2012 of Wannadorn (2006), Plienkum (2007), Pholthongterm (2009), Ta-Kham (2009), Suwan (2010), Sithsoongnern (2010), Dubphit (2011) and Pattanasoon (2012). The conclusion of guidelines to develop teachers and educational personnel composes of various processes such as the study on the current condition, the needs of teacher development, the exchange of experiences, the aims or the directions of teacher development, the curriculum or the plan of teacher development, the implementation of teacher development, the evaluation of teacher development, the reflection and the report of performance.

5) Concept of the method to develop teachers and educational personnel

From the various research in Thailand about the method to develop teachers and educational personnel during the years 2005-2012 of Anongkhanasuk (2005), Wannadorn (2006), Plienkum (2007), Suwan (2008), Wiwek (2008), Yamthongcome (2009), Phonthongterm (2009), Takham (2009), and Pattanasoon (2012). It concludes that the methods to develop teachers and educational personnel consist of the following methods: Training workshop, internal supervision, meetings, groups of discussion, monitoring, exchange experiences, seminars, meeting workshops, independent studies, study trips, knowledge management, teamwork, coaching jobs, network establishment of educational institutes or groups of teachers' profession and training to be instructors.

2.3 Research related to the process of co-personnel professional development

Sasiwimol (2005) study on the teachers' development and the schools for cooperation to develop teachers' profession of Rajabhat Phiboonsongkram University finds the following models:

1. The process cooperative workshop is used to determine the development plan, preparation and the follow-up.

2 . Development is managed to construct knowledge base by seminar training, workshop on the topic of Learning Management Focusing on Child-Center, projects, thinking process and seminar training workshop on the topic of the   mentor teachers' skills and the clinical supervision. After that there are the follow up and the evaluation in schools during the development by using the internal and external supervision.

3 . Evaluation on Teacher Professional Development is presented exhibitions, groups of discussion and display student work.

By creating this model, the researcher mentions the stakeholders should cooperate to achieve a sense of ownership together. The first step is analyzed the current condition of schools, this will lead to the vision, the mission, the standards, the school development plan to achieve the required standards. If it is implemented as planned, the schools, teachers and students will be developed. Therefore, the local higher education institutions should play a role to supervise, to monitor and evaluate of operational reliability of the school. After that they will know the useful information on the operational results which should be further improvement or development.

Manoonpon (2006) do the research and development teachers and net work schools of teaching profession on teacher training of Rajabhat Nakorn Sri Thammarat University to be the collaborative schools development of teaching profession : Promkhiri Pittayakhom school by using the process of participatory action research. It finds that the stakeholders' role is to develop the teachers and the schools leading to the benchmarks as the following results:

1. Dean of Faculty of Education has a role as the leadership, the supporter and the coordinator with the head of the project, the manager , the supporter, the supervisor, the monitor and the evaluator.

2. Directors of schools has a role as the leadership, the supporter, the supervisor, the monitor and the evaluator.

3. Teachers has a role as providing   information, developing themselves and teaching, participating in learning activities, giving ideas and processing information.

After participating in the project, the school director, the research team, the teachers, the personnel and the teacher students have developed themselves and their

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work according to their roles increased. The factors that effect of the school and the teachers who are the outside of the research team such as their attitudes, the director's support, and the stakeholders' roles. But it is found the size of the school and the number of the researchers' groups do not affect to the success of the teachers and the school development.

Junjeen (2006) study on the development of the teachers and the school to be a collaborative teacher professional development of of Rajabhat Uttaradit University. It is similar to the model of Sasiwimon's study (2005) by using the model of teacher development, namely: the workshop to create teachers' understanding on the school evaluation, determining the strategy and the improvement plan, the training workshop, the monitoring and evaluation of teachers' performance which using the cooperative process.

Bowornritthidej (2008) studies on the cooperative research and development to improve the school readiness and to support the training experiences on training experiences in teaching profession of teacher students (5-year curriculum) at Rajabhat Chandrkasem University. It is found that the school director and the executive team uses a group discussion method to make their understanding of the cooperative work to send the teacher students on teaching training , developing mentors teachers' potential and to do the memorandum of understanding to create a real cooperation between schools and the Faculty of Education in a long period of time. However, teacher mentors use the methods of the conference discussion, training, workshop and educational trips.

Jungharn (2010) studies on the mentor teachers professional development course of teacher students on training experiences in the teaching profession. The curriculum is composed of 3 Units, including total 30 titles such as Unit 1: Supervision on teaching before sending the students on training experiences in the teaching profession, Unit 2: Supervision on teaching while the teacher students on training experiences in the teaching profession and Unit 3: Supervision after the teacher students finish their training experiences in the teaching profession.

According to a research a study related to the process of the co-personnel development to teacher professional development is found that the development models are the workshop for discussion and a memorandum of understanding on stakeholder

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cooperation, determined strategic plan or the development plan, teacher training, educational trips to develop stakeholders' knowledge, monitor and evaluation of mentor teachers' work.