

APPENDIX: A

List of experts

A: The professional lists for checking the appropriateness and coverage accuracy of the effectiveness institution administrative model for the visually impaired

1. Professor Wiriya Namsiripongpan. The visually impaired person and Independent Reform Commission, Ministry of Education
2. Assist.Dr. Benja Chonlatanon Professor of special education, Promotional Fund and development of education for the disabled.
3. Dr. Payom Chinwong Secretary General of the Office of Private Education, Former Director of the Office of Special Education Administration
4. Mr. Montien Boontun The visually impaired person and Disability Representative in the United Nations
5. Assist.Dr. Junya Chuenkasem Instructor in Faculty of Education, Rajabhat Suan Dusit University Bangkok

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**B: The professional lists of the expert seminar for checking the effectiveness
institution administrative model for the visually impaired**

1. Prof.Dr. Theera RoonChareon Special instructor, Nakhonratchasima
College
2. Assoc.Dr. Ratchaneekorn Thongsookdee Instructor in the Faculty of
Education, Chiang Mai University
3. Assoc.Dr. Ketmanee Makmee Special instructor in Faculty of
Education, Chiang Mai Rajabhat
University
4. Assoc.Dr. Somket Uttayota Instructor in Faculty of Education,
Chiang Mai Rajabhat University
5. Assist.Dr. Siriwimol Jaingarm Instructor in Faculty of Education,
Pibulsongkram Rajabhat University
Phitsanulok
6. Assist.Dr. Janya Chuenkasem Instructor in Faculty of Education,
Rajabhat Suan Dusit University
Bangkok
7. Dr. Pimthong Sungsuttipong Instructor in Faculty of Education,
Chiang Mai Rajabhat University

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C: List of executives in the interview for studying special educational institution administrative, the Office of Special Education Administration rewarded the Royal Award

- | | |
|---------------------------|---|
| 1. Mr. Prajuab Lungkawong | The director - Academic standing of expert in Phetchabun audiology School |
| 2. Mr. Chana Nontawong | The director - Academic standing of Specialist in Khon Khan audiology School |
| 3. Dr.Narong Peungpech | The director- Academic standing of Specialist in Prachin Buri audiology School |
| 4. Mrs. Anong Netthip | The director- Academic standing of Specialist in Pichitpunyanukul, Phichit |
| 5. Mr. Sakda Ruengdech. | The director- Academic standing of Specialist in Phitsanulokpunyanukul, Phitsanulok |

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APPENDIX: B
Research questionnaire
Development of Educational Institutions Administrative Effective Model
for the Visually Impaired Persons

Instruction:

1. This questionnaire is for administrators
2. The objectives of this questionnaire are to investigate the conditions, problems, and obstacles concerning the school administration for the visually impaired persons of both government and private sectors. Please feel free to answer the questionnaire as it used to appear in your school. The answer will not affect your job position in any way. Your answers will be treated confidentially and only for this research.
3. There are three parts of this questionnaire as follows:
 - Part 1:** General information of the informants
 - Part 2:** Questions on the informants' opinions towards the conditions, problems, and obstacles concerning the school administration for the visually impaired persons 50 items
 - Part 3:** Open-end questions on the informants' opinions and suggestions concerning problems, and obstacles of the school administration for the visually impaired persons

Thank you for your cooperation!

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Pramuan Ploykamonchun
Doctor of Philosophy (Education)
Major in Educational Administration
Faculty of Education
Chiang Mai University

Part 1: General information of the informants

Instruction: Please tick ✓ in for your general information

1. Gender	
<input type="checkbox"/> Male	<input type="checkbox"/> Female
2. Current position	
<input type="checkbox"/> Administrators	<input type="checkbox"/> Deputy administrators
<input type="checkbox"/> Teachers	<input type="checkbox"/> Basic school board committee
3. Age	
<input type="checkbox"/> Less than 30 years	<input type="checkbox"/> 31 – 40 years
<input type="checkbox"/> 41 – 51 years	<input type="checkbox"/> More than 51 years
4. Highest education	
<input type="checkbox"/> Bachelor degree	
<input type="checkbox"/> Master degree	
5. Experiences for the visually impaired persons.	
<input type="checkbox"/> Less than 5 years	<input type="checkbox"/> 6 – 10 years
<input type="checkbox"/> 11 – 15 years	<input type="checkbox"/> More than 15 years

Part 2: Questions on the informants' opinions towards the conditions of the school administration for the visually impaired persons 50 items (For school administrators)

Instruction: Please tick ✓ in for the conditions of the school administration for the visually impaired persons in terms of academic administration, personnel administration, general administration, plan and budget administration, and student affairs administration.

The average scores between 4:20 to 5:00 means the practice / practical at a at the highest level

The average scores between 3:40 to 4:19 means the practice / practical at a high level

The average scores between 2.60 to 3.39 means the practice / practical at a moderate level

The average scores between 1.80 to 2.59 means the practice / practical at a low level

The average scores between 1.00 to 1.79 means the practice / practical at the lowest level.

List of current conditions		Practice/Practical Level				
		5	4	3	2	1
1. Academic administration						
1.1	Development of school curriculum.					
1.2	The process of teaching and learning.					
1.3	Measurement and evaluation.					
1.4	Remedial teaching for learners.					
1.5	Additional curriculum activities.					
1.6	Production / supply / development of media, innovation, etc.					
1.7	Development of learning resources					
1.8	Supervision, monitoring and evaluation					
1.9	Quality educational assurance					
1.10	Research for students' quality development.					
Total						
2. Personnel administration						
2.1	Positional planning.					
2.2	Preparation of personnel to work					
2.3	Determination and assignment of personnel					
2.4	Developing teachers in educational institutions.					
2.5	Supporting and promoting a higher position.					
2.6	Using of good governance in administration.					
2.7	The welfare and promotion of morale					
2.8	Administration by personnel teamwork					
2.9	Encouraging teachers and self-conduct.					
2.10	Controlling, monitoring, following-up and supervision.					
Total						

List of current conditions		Practice/Practical Level				
		5	4	3	2	1
3. Planning and budgeting administration						
3.1	Planning and using budget.					
3.2	The financial, accounting, and supply system.					
3.3	Creating transparency, accountability.					
3.4	Administrative planning.					
3.5	Resource mobilization for development.					
3.6	The defined vision of the educational institution					
3.7	The preparation of educational quality development plan.					
3.8	The preparation of annual action plan.					
3.9	Operational supervision and monitoring.					
3.10	Summary of operational activities.					
Total						
4. General administration						
4.1	Administration of general and document.					
4.2	Public relations and publishing.					
4.3	The building management and development of the facilities.					
4.4	Network and information system development.					
4.5	Development of audiovisual system.					
4.6	Implementation of the Royal Projects.					
4.7	Implementation of the project activities to create.					
4.8	Safeguard appointment.					
4.9	Educational services to the society.					
4.10	Leading the learners for the visually impaired persons.					
Total						

Part 3: Open-end questions on the informants' opinions and suggestions concerning problems, and obstacles of the school administration for the visually impaired persons

3.1 Academic

1) Problem (s)

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2) Obstacle (s)

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3.2 Personnel

1) Problem (s)

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2) Obstacle (s)

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3.3 General

1) Problem (s)

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2) Obstacle (s)

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3.4 Plan and Budget

1) Problem (s)

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2) Obstacle (s)

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3.5 Student affairs

1) Problem (s)

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2) Obstacle (s)

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Semi-structured interview for school administrators to study the components, guidelines, and conditions for achievements of educational institutions provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School.

General information of interviewed informants

Name:

Current position:
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School Name:
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Interviewed title: The components, guidelines, and conditions for achievements of educational institutions provided specific education for disability under the Office of the Special Education Bureau awarded Royal Awarded School.

Researcher: Pramuan Ploykamonchun

Date of interviewing

Place

Started time **Finished time**

Interviewed issues:

1. Components of school administration provided specific education effectively.
2. Guidelines and approaches for developing of school administration provided specific education effectively.
3. Conditions for achievements of school administration provided specific education effectively.

**Questionnaire is to verify the feasibility and benefit of the effective
school administration model for the visually impaired persons**

Instruction:

1. Questions on the opinions of the school administrators provided school management for the visually impaired persons, administrators of Special Education Bureau, administrator of the inclusive school, and specialists towards the feasibility and benefit of the effective school administration model for the visually impaired persons with five rating scales.

2. Please tick ✓ in for your opinions concerning the evaluation of the feasibility and benefit of implementing the model of the effective school administration model for the visually impaired persons by considering 2 issues as follows:

The first issue: the feasibility of implementing the model refers to your opinion towards the implementation the model of the effective school administration model for the visually impaired persons whether how much for enabling to increase the opportunities and equality in educational service recipient, quality of learners, and efficiency of educational administration of the school administration model for the visually impaired persons.

The second issue: the benefit of implementing the model refers to your opinion towards the implementation the model of the effective school administration model for the visually impaired persons whether how much for enabling to increase the opportunities and equality in educational service recipient, quality of learners, and efficiency of educational administration of the school administration model for the visually impaired persons.

The average scores of 4.51 - 5.00 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the highest level.

The average scores of 3.51 - 4.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a high level.

The average scores of 2.51 - 3.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a moderate level.

The average scores of 1.51 - 2.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a low level.

The average scores of 1.00 - 1.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the lowest level.

Part 1: Evaluation of the feasibility and benefit in terms of model principles of the effective school administration model for the visually impaired persons.

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
Model principles: - Principles of system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons efficiently and effectively.										

Further recommendations: (If you have)

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Part 2: Evaluation of the feasibility and benefit in terms of model objectives of the effective school administration model for the visually impaired persons

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
Model objectives: - To provide the administration of educational institutions for the visually impaired persons efficiently and effectively.										

Further recommendations: (If you have)

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Part 3: Evaluation of the feasibility and benefit in terms of model contents of the effective school administration model for the visually impaired persons in each aspect.

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Personnel										
<p>3.1.1 Basic school board committee: the characteristics of the basic school board committee provided the special education for the visually impaired persons were as follows:</p> <ol style="list-style-type: none"> 1) To be knowledgeable and to understand the context and environmental situation, including nature of the visually impaired persons. 2) To be an experienced persons in the special education or used to be involved with the educational management for the visually impaired persons. 3) To be the experts from external sectors or private organizations that having knowledge and understanding the context and environmental situation, including nature of the visually impaired persons. 4) The chairman of the basic school board committee should be the experienced persons in school administration or involved with the educational management for the visually impaired persons, to be sacrifice, patience and commitment to develop the visually impaired persons. 										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Personnel										
<p>3.1.2 School administrators: the characteristics of the school administrators provided the education for the visually impaired persons were as follows:</p> <ol style="list-style-type: none"> 1) To be persons with wide visions, transformational leadership, the strategic management. 2) To have a commitment, sacrifice, volunteer including the spirit and ideology of being teachers of special education. 3) To be knowledgeable, to understand the context and environmental situation, including nature of the visually impaired persons. 4) To be able to cooperate the relationship with the educational network of the society and community very well. 5) To have experiences in the school administration involved with the visually impaired persons at least five years. 										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Personnel										
<p>3.1.3 Teachers: the characteristics of the teachers provided the education for the visually impaired persons were as follows:</p> <p>1) To be the persons who passed the selection, recruitment or graduated or being developed in the instructional management in school provided for the visually impaired persons.</p> <p>2) To have a commitment, sacrifice, volunteer including the spirit and ideology of being teachers to develop the visually impaired persons to cross the problems and obstacles including having the better life quality.</p> <p>3) To have skills and sciences, knowledge and understanding in context, environmental conditions and nature of the visually impaired persons as well as being able to apply the knowledge to learners very well.</p> <p>4) To be able to cooperate the relationship with the educational network of the society and community very well.</p> <p>5) To have skills in using learning media and technology involved with the visually impaired persons.</p>										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Personnel										
<p>3.1.4 Instructional support personnel: the characteristics of the instructional support personnel in the educational institutions for the visually impaired persons were as follows:</p> <p>1) To be the persons who passed the selection, recruitment or graduated or being developed in the instructional management in school provided for the visually impaired persons.</p> <p>2) To have a commitment, sacrifice, volunteer including the spirit and ideology of being teachers to develop the visually impaired persons to cross the problems and obstacles including having the better life quality.</p> <p>3) To have skills and sciences, knowledge and understanding in context, environmental conditions and nature of the visually impaired persons as well as being able to apply the knowledge to learners very well.</p> <p>4) To be able to cooperate the relationship with the educational network of the society and community very well.</p> <p>5) To have skills in using learning media and technology involved with the visually impaired persons.</p>										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Instructional media and educational technology 3.1.5 Instructional media and educational technology: lists of the basic instructional media and educational technology that the school should provide for the visually impaired persons included as follows: 1) computer with sound synthesis, 2) media printed for the visually impaired persons, 3) media materials for the visually impaired persons, 4) electronic media for the visually impaired persons, 5) audiovisual media for the visually impaired persons, 6) activity media for the visually impaired persons, 7) contextual media for the visually impaired persons, 8) Braille printer, and 9) convex photo printer for the visually impaired persons,										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Learning resources and building sites 3.1.6 Learning resources and building sites: lists of the learning resources and building sites that the school should provide for the visually impaired persons included as follows: 1) audio library, 2) computer laboratory, 3) scientific laboratory, 4) math laboratory, 5) foreign language laboratory, 6) Thai music laboratory, 7) International music laboratory, 8) home economics laboratory, 9) life skills training room, 10) ethical training room, 11) professional museum room, 12) media room for the visually impaired persons, 13) Thai massage practice room, 14) career resources within the school, 15) physical rehabilitation and occupational therapy facilities, 16) media production room, 17) global stadium, 18) swimming pool, and 19) students' dormitory.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.1 Input: Administrative functions										
<p>3.1.7 School administrative functions: the scope of the school administration for the visually impaired persons was divided into 2 functions as follows: 1. Main function: academic administration and 2. Supporting function: academic supporting included as follows:</p> <p>1. Main function: academic administration consisted of:</p> <ol style="list-style-type: none"> 1) school curriculum development, 2) developing of learning process management, 3) measurement, evaluation and transfer of learning outcomes, 4) research for quality improvement, 5) media, innovation, and educational technology development, 6) library and learning resources development, 7) Supervision, monitoring, following-up and evaluation of educational management, 8) educational guidance and social welfare, 9) educational quality assurance, 10) inclusive education, 11) remedial teaching, 12) career teaching and work part time, 13) student rehabilitation, 14) learner development activities, 15) network development to promote the effectiveness of education management. <p>2. Supporting function: academic supporting consisted of 4 sections as follows:</p> <ol style="list-style-type: none"> 1) personnel administration, 2) plan and budget administration, 3) general administration, 4) student affairs administration. 										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2 Process: the effective school administration for the visually impaired persons 3.2.1 Planning (P) 1) To define the wide vision consistent with the school context. 2) To prepare the educational quality development plan in an aspect of all sectors' participation. 3) To prepare the annual action plan which consisted of the activities / projects covering functions.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2.2 Organizing (O) 1) To prepare the organizational structure in accordance with the school context. 2) To define the functional framework covering the main functions / supporting functions 3) To develop the learning resources and building sites to be ready for learners' learning. 4) To provide the instructional media and educational technology for the visually impaired persons.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2 Process: the effective school administration for the visually impaired persons 3.2.3 Staffing (S) 1) To select / recruit personnel. 2) To define the mantle of the educational personnel. 3) To develop the personnel to have the specific knowledge. 4) To build teamwork inside the school.										

Further recommendations: (If you have)

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Part 3: (Continue)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2.4 Directing (D) 1) To coordinate the relationship both internal and external organization. 2) To create the learning organization for the visually impaired persons. 3) To build educational network both government and private in the country level and the foreign level. 4) To lead the organization based on leadership of school administration.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2.5 Controlling (C) 1) To supervise, monitor, follow-up the educational management. 2) To report the operational results of the quality development of educational management. 3) To improve and to develop tasks to be efficient and effective.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
3.2 Process: the effective school administration for the visually impaired persons	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.2.6 Motivation (M) <ol style="list-style-type: none"> 1) To give the welfare in terms of food. 2) To give the repayment in terms of the quality of performance. 3) To have self-development in terms of training, academic trips, and further studying. 										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
3.3 Output: the educational opportunities and equality for the visually impaired persons	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.3.1 The educational opportunities and equality for the visually impaired persons to receive the education were as follows: <ol style="list-style-type: none"> 1) The visually impaired persons received the opportunities and equality in basic education level without conditions. 2) The visually impaired persons received the opportunities and equality in the higher education level in accordance with aptitude, interesting, and potential of each person. 3) The visually impaired persons had the career opportunities for earn their living without the burden of family, society, and community. 										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.3 Output: Quality of learners 3.3.2 Quality of learners in the effective school administration for the visually impaired persons was as follows: 1) Students had good quality of life with the physical, mental and intellectual readiness. 2) Students had moral principles and emotional maturity to be able to face the problems and events of the global changing. 3) Students had knowledge and life skills, career skills for the conduct of self-serving in the future. 4) Students were able to rely on themselves without the burden of family, society, community.										

Further recommendations: (If you have)

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Part 3: (Continued)

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
3.3 Output: the efficiency of educational administration of the effective school administration for the visually impaired persons 3.3.3 The efficiency of educational administration of the effective school administration for the visually impaired persons was as follows: 1) Schools were the learning centers for the visually impaired persons. 2) Parents, society, community to participate in school activities to develop and the learning exchange. 3) The educational institutions transferred knowledge and technology including sharing the use of resources. 4) The network parties of community, social, parents sectors participated in educational quality development the visually impaired persons.										

Further recommendations: (If you have)

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Part 4: Evaluation of the feasibility and benefit in terms of model guidelines to use the model of the effective school administration for the visually impaired persons for implementation.

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
<p>1. The administrators provided an informed meeting to make an understanding to teachers, personnel and stakeholders in implementing the effective school administration model for the visually impaired persons.</p> <p>2. The school administrators aimed to develop the administration model for the visually impaired persons in understanding how to achieve their goals based on the analysis of the current situation, problems and the demand for educational development in terms of quantitative context referred to the opportunity to access the educational services in studying of the visually impaired persons in terms of learners' quality and the efficiency of the school administrative management.</p> <p>3. The school administrators appointed the committee to be responsible for the implementation of the effective school administration model for the visually impaired persons consisted of deputy administrators / head of administrators / head of department / and head of group working for the use of model.</p>										

Further recommendations: (If you have)

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Part 5: Evaluation of the feasibility and benefit in terms of conditions to use the model of the effective school administration for the visually impaired persons for achievements.

Evaluation lists	Evaluation level									
	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1
<p>1. The school administrators should make an understanding the model of the effective school administration for the visually impaired persons and implementing correctly in accordance with the use manual.</p> <p>2. The school administrators should promote and support the model operations of the effective school administration for the visually impaired persons.</p>										

Further recommendations: (If you have)

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APPENDIX: C

Manual of the Development of Educational Institutions Administrative Effective Model for the Visually Impaired persons

Manual instructions:

This manual of the development of educational institutions administrative effective model for the visually impaired persons had been prepared for demonstrations. The manual consists of:

Manual Guidelines

- Part 1: Introduction
- Part 2: The process of model procedures
- Part 3: Evaluation of the model
- Part 4: Conditions for achievements
- Appendix

Manual recommendations:

1. Every part in the manual of the effective school administration model for the visually impaired persons was required to be investigated thoroughly by school administrators and teachers.

2. School administrators should follow these steps:

2.1 To appoint a committee for an implementation of the manual of the effective school administration model for the visually impaired persons, including assistant manager/ chief of management, chief/team leaders of the school.

2.2 To organize a meeting to clarify the implementation of the Manual of the effective school administration model for the visually impaired persons to all parties related.

3. Teachers and educational personnel should follow these steps:

3.1 To set a goal together to identify what were requirements to be successful in visual disability school management.

3.2 To analyze current conditions, problems, and requirements in the development of school principals which includes; quantitative aspect, which is the educational availability to visual disabled persons; qualitative aspect, which is the quality of the learners; and performance aspect, which was school management?

3.3 To operate the effective school administration model for the visually impaired persons.

3.4 To summarize and reflect the effective school administration model for the visually impaired persons.

3.5 To report the results of the implementation of the effective school administration model for the visually impaired persons.

Goals

The teachers and educational personnel should have the knowledge, understanding, and skills according to the operational process of manual of the effective school administration model for the visually impaired persons.

Part 1 Introduction

1. Manual principles

The Manual of the effective school administration model for the visually impaired persons had been prepared in order to assist the school administrators or involved personnel for the visually impaired persons in implementation in achieving efficiently and effectively.

The model was prepared in accordance to the theory system and successful administrative experiences, considering the value of achieving efficient and effective efficiency and effectiveness in order to achieve the qualitative goal and school standards that satisfied learners' requirements, especially for the visually impaired persons. As regards the school as the main institution of society, accountability in the knowledge management, knowledge development, intellectual development, and learning potential of the visually impaired persons, in order to assist them to be a "complete human", who represented the pleasant morals and ethics, as well as to be equipped with basic work skills that allowed them to live happily in a society with their self-reliance, and relieved burdens for the families, society, and the nation.

Therefore, concerning the operations of the effective school administration model for the visually impaired persons to desirable direction of the manual that required to be proceed as follows:

2. Manual Objectives

1. To assist the school administrators or involved personnel in school administration model for the visually impaired persons to know, understand, and could implement the effective school administration model for the visually impaired persons efficiently and effectively.

2. To propose the specification of the model procedures in each component including the conditions for achievements in implementing as follows:

3. The effective school administration model for the visually impaired persons

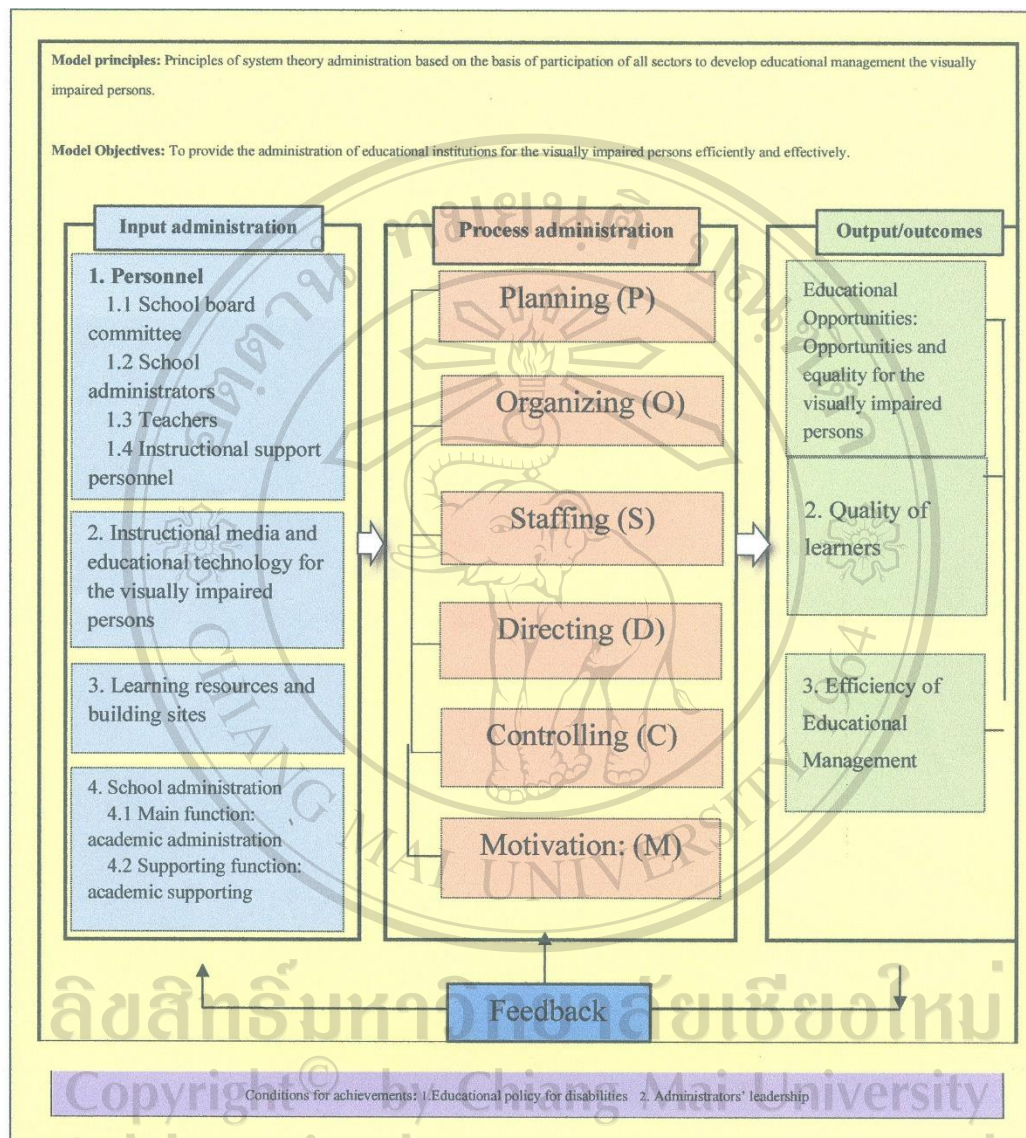
Figure 1: presents the effective school administration model for the visually impaired persons as follow:



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Model principles: Principles of system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons.

Model Objectives: To provide the administration of educational institutions for the visually impaired persons efficiently and effectively.



1. Educational policy for disabilities 2. Administrators' leadership

Model conditions: 1) Administrators should study and make an understanding of the effective school administration model for the visually impaired persons and to adopt it correctly according to manual. 2) Administrators should support the operations of the effective school administration model for the visually impaired persons.

4. Benefits of the model:

- 1) The manual user understood the specification of the model components of the effective school administration for the visually impaired persons.
- 2) The manual user could appropriately prepare the required resources for the model implementation.
- 3) The manual user could be as guidelines for the model successful implementation as well as the preparation to prevent issues that may occur appropriately.

5. Definitions

5.1 The effective school administration model for the visually impaired persons refers to the structure of the relationship between the components and the school operational guidelines in the basic educational management for the visually impaired persons. One model consists of the principle components of the administrative process with the relationship and involving in system. It will make schools more efficient and effective consisted of 6 components as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Model procedures, 5) Model evaluation guidelines, and 6) Conditions for achievements.

5.2 Model principles refer to the concept of school administrative system based on the participation of all related sectors in the development of the school administration model for the visually impaired persons.

5.3 Model objectives refer to the intention to develop the school administration model for the visually impaired persons efficiently and effectively.

5.4 System and model mechanism refer to the operational model in according with the principles and objectives of the school administration model for the visually impaired persons which consists of input, process, output, and environmental as conditions of achievements.

5.4.1 Input refers to the important terms to the process of school administration for the visually impaired persons consisting of 4 parts as follows:

- 1) Personnel refer to the specific characteristics of personnel who employ in schools for the visually impaired students that to be able to work together in order to provide the basic educational management for the visually impaired

persons to achieve their goals, including the school administrators, teachers, and teaching-supporting staff.

2) Instructional media and educational technology refer to facilities and technology available for the visually impaired persons that were limitation for learning supporting to access to the knowledge the most equal or similar to the regular students and lead to the learning development with the maximum learning potential of each individual. The media was considered with three components: learners, learning environment, and learning contents.

3) Learning resources and building sites refer to the places where the knowledge is gathered according to the objectives and the state of context conducive to the individual studying of the visually impaired persons who are limits to moving yourself from one place to another. It is a great obstacle to the knowledge finding from external sources. It is imperative that schools have to provide and develop a variety of learning resources and facilities to focus on child-centered learning and to develop learners to develop naturally and fully according to individual potential to meet the needs of the visually impaired students.

3) Learning resources and location refers to the areas where the knowledge is gathered in accordance to the objectives and principles of each area, which facilitates in learning for the visually impaired students which has the limitation for the movability from one place to others and becomes a great barrier for these learners to access to outer learning resources. Therefore, the school has to provide and develop a variety of learning resources and building sites inside the school for the instructional management focus child-centered, realize on to develop learners to develop according to the nature and full potential to meet the needs of the visually impaired students.

4) The school administration functions refer to the mission and scope of work that operate in school administrators for the visually impaired persons according to the regulations or the law in accordance with the school conditions and school context and it can be provided the educational management to achieve the following goals consisting of 2 functions as follows:

4.1) Main function: Academic administration is the main function consisting of 15 sections as follows: 1) school curriculum development, 2)

developing of learning process management, 3) measurement, evaluation and transferring of learning outcomes, 4) research for educational quality development, 5) the development of media, innovation, and educational technology, 6) library and the development of learning resources, 7) the supervision, monitoring, following-up and evaluation of educational management, 8) educational guidance and social welfare, 9) educational quality assurance, 10) inclusive education, 11) remedial teaching, 12) career teaching and learning management and income earning during learning, 13) learners' rehabilitation, 14) learners' development activities, 15) network development to promote the efficiency of education management.

4.2) Supporting function: Academic supporting is the supporting function consisting of 4 sections as follows: 1) personnel administration, 2) general administration, 3) planning and budget administration, and 4) student affairs administration.

5.4.2 Process refers to the administrative process of school operational guidelines providing the educational management for the visually impaired persons by using the 5-step process consists of: 1) planning 2) organizing 3) staffing, 4) directing and 5) controlling,

5.4.3 Output refers to the outcomes or effectiveness from using the effective school administration model for the visually impaired persons. It consists of three parts: 1) Quantity is the opportunity and equality to obtain the educational services, 2) Quality is the learners' quality, 3) Efficiency is the efficiency of school management.

5.4.5 Environment / conditions for achievements refers to the school internal and external factor conditions and impact to the school administration for the visually impaired persons both the factors facilitating to the success of school administration for the visually impaired persons and the obstacle factors to the school administration for the visually impaired persons including: 1) law and policy regarding the educational management for the visually impaired persons; 2) leadership of school administrators.

5.5 Model procedures refer to the descriptions of activity, process, and approaches that are required to accomplish the objectives of the effective school administration model for the visually impaired persons.

5.6 Measurement and evaluation guidelines refer to the determined guidelines and evaluation tools according to the model objectives, and evaluate the model operation in accordance to the determined guidelines for the benefit to verify whether how much the model has functioned as designed, and whether it is in accordance with the objectives, as well as to define the guidelines to develop the model continuously.

5.7 Conditions of model refer to the factors supporting the implementation of the school administration model for the visually impaired persons, including 1) The administrators have to study and make an understand the effective school administration model for the visually impaired persons and follow the procedures in the manual precisely, 2) The administrators are required to support the operations of the effective school administration model for the visually impaired persons.

5.8 Suitability of the model refers to the judgment consideration by the experts to the effective school administration model for the visually impaired persons in terms of input, process, and output and the environment are consistent and being related to and in accurate according to the academic principles, administrative theory in order to adopt the effective school administration model for the visually impaired persons appropriately to the students' condition and the area context to increase educational opportunities, the quality development, and the effectiveness in the educational management for the visually impaired persons.

5.9 Covering of the model refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons. It is consistent with the conditions and school context that provide educational management for the visually impaired persons.

5.10 Feasibility of the model refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons. It is consistent with the real situation, suitable with the context conditions, acceptability and implementation.

5.11 Benefit of the model refers to the judgment consideration by the educational administrators, school administrators, and school personnel that adopt the effective school administration model for the visually impaired persons that can build educational opportunities, the learners' quality both academically and professionally as well as the effectiveness of educational management for the visually impaired persons.

5.12 Manual of the effective school administration model for the visually impaired persons refers to a guideline for the implementation of the effective school administration model for the visually impaired persons based on 6 components as follows: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Operational method of model, 5) Model evaluation guidelines, and 6) Conditions of model, in order to give the personnel to adopt it in accurate

Part 2: Model procedures

The operational procedures of the effective school administration model for the visually impaired persons included as follows:

1. Readiness preparation method

1.1 To provide a meeting to clarify understanding of teachers, personnel and stakeholders in implementing the effective school administration model for the visually impaired persons.

1.2 The school aimed to develop the administration model for the visually impaired persons in understanding how to achieve their goals based on the analysis of the current situation, problems and the demand for educational development in terms of quantitative context referred to the opportunity to access the educational services in studying of the visually impaired persons in terms of learners' quality and the efficiency of the school administrative management.

1.3 To appoint the committee to be responsible for the implementation of the effective school administration model for the visually impaired persons consisted of deputy administrators / head of administrators / head of department / head of group working of the Northern Region School for the Blind under the Royal Patronage of Her Majesty the Queen, Chiang Mai Province and Southern Region School for the Blind, Surat Thani Province.

2. Model procedures

2.1 To determine the model principles: the system theory administration based on the basis of participation of all sectors to develop educational management the visually impaired persons.

2.2 To determine the model activities in terms of system and mechanism of the effective school administration model for the visually impaired persons consisted of:

1) Input (I):

The input of the effective school administration model for the visually impaired persons was the important and essential resources for administrative functions. Therefore, there should be the readiness of input for the administrative process according to the model as follows:

1) Personnel consisted of:

1. Basic education committee should be operated as follows:

1.1) To define the basic education committee characteristics.

1.1.1) To be knowledgeable and to understand the context and environmental situation, including nature of the visually impaired persons.

1.1.2) To be an experienced persons in the special education or used to be involved with the educational management for the visually impaired persons.

1.1.3) To be the experts from external sectors or private organizations that having knowledge and understanding the context and environmental situation, including nature of the visually impaired persons.

1.1.4) The chairman of the basic school board committee should be the experienced persons in school administration or involved with the educational management for the visually impaired persons, to be sacrifice, patience and commitment to develop the visually impaired persons.

1.2) Roles and duties:

The basic school board committee had to provide a one-session committee meeting per semester in order to monitor and promote school activities in efficiency. The duties were as follows:

- No.1 To establish policy and school development plan.
- No.2 To approve on the school annual action plan.
- No.3 To approve on the curriculum contents that conformed to local requirements.
- No.4 To monitor and follow-up the plan implementation.
- No. 5 To promote and support all learners in educational service area to access to basic education with high quality and standard.
- No.6 To protect children's rights and caring for children with disabilities, underprivileged children and children with talent abilities to be fully developed.
- No.7 To propose and participate in budget administration, personnel administration, and general administration of the educational institutions.
- No.8 To mobilize educational resources including external resource persons, and local wisdom to promote learners' development in all aspects as well as communicating of local and national customs and arts.
- No.9 To promote relationship between the school and local communities as well as a cooperation to other organizations both government and private in order for the schools served as the community resources and to participate in the development of local communities.
- No.10 To approve the school annual report before publication.
- No.11 To appoint the consultants, or a sub-committee to operate according to this regulation as appropriate.

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2. School administrators should be operated as follows:

- 2.1 To define characteristics.
- 1) To be a person who had vision, transformational leadership, and strategic administrative skills.
 - 2) To be a person who had a commitment, sacrifice, and volunteer including the spirit and ideology of being a special education teacher.
 - 3) To be a person who had human relationship skills with the community, society, and organizations, both government and private.

4) To be a person who had knowledge and understanding of the specific sciences and the nature of the visually impaired students

5) To be a person who had experiences regarding the school administration for the visually impaired persons or the school provided special educational management.

2.2 Roles and duties

1) Academic administration

2) Personnel administration with good governance

3) Student affair administration

4) General administration and financial administration

5) Building sites and learning resources administration

6) Services and community relationship administration

3. Teachers should be operated as follows:

3.1 To define characteristics

1) To be a person who was selected, recruited, or studied or developed specially to work in terms of the instructional management for the visually impaired students.

2) To be a person who had a commitment, sacrifice, and volunteer including the spirit and ideology of being a special education teacher.

3) To be a person who had knowledge and understanding of the specific sciences and the nature of the visually impaired students and the ability to transfer and integrate knowledge to the learners.

4) To be a person who had knowledge and skills in using technology concerning the learning development of the visually impaired students.

5) To be a kindhearted person who wishes to develop learning capacity and solve the obstacle problems for the visually impaired students and to raise their better quality life.

3.2 Roles and duties

1) To provide the instructional management focusing on all learners could be taught and self-developed, and assuming that the learners are the most important including the learners had to be supported in natural development and to be developed their full potential.

2) To prepare the learning contents by emphasizing on the priority of knowledge, moral, learning process, and integration appropriately to each educational level.

3) To prepare the learning contents and activities in accordance with learners' interesting and aptitude by realizing the individual differences.

4) To practice skills, thinking process, management skills, confrontation skills, and knowledge application skills in order to protect and solve the learners' problems.

5) To provide activities for learners to learn the real experiences, to practice by doing to generate the abilities of knowledge, thinking, doing, and to love reading including acquiring the learning continuously.

6) To prepare the instruction by combination the knowledge contents with the proportional balance including fostering moral, good values, and desirable characteristics in every subject of learning.

7) To build the learning climate, environment, learning media, and facilities to assist the learners in order to develop learners to learn and well-intelligent. In addition, the research could be applied as a part of this learning process; teachers and learners could learn together through various media and various resources.

8) To provide learning sessions that could happen anytime and anywhere with the cooperation with all related sectors, parents, parents, community personnel, etc. , in order to participate to develop the learning potential.

9) To provide learning evaluation emphasizing on learners' development, behavior, learning behavior observation, participation in activities, and testing in every learning session appropriate with each level and educational model.

10) To prepare course curriculum regarding problem conditions in community and society of local wisdom including desirable characteristics. In addition, the curriculum contents both academic and professional courses focused on the balance of human development in terms of knowledge, concept, ability, moral, and social responsibility of the learners.

11) To cooperate with persons, families, communities, local organizations, private organizations, professional organizations, religious

institutions, establishments, and other social institutions to provide the learning process conforming to the problem conditions and requirements as well as to find out the encouragement method to organize the experience exchanges, and the development among communities.

12) To develop the learning and teaching process efficiently and conduct a research in order to develop learning processes appropriate to each educational level of learners.

13) To increase learners' abilities in using technology in order to advance their knowledge and skills adequately by using technology to acquire knowledge by themselves for long-life learning continuously.

14) To work and behave in accordance to the teacher's standards and code of ethics of teaching profession.

4. Instructional support personnel should be operated as follows:

4.1 To determine characteristics.

1) To be a person who was selected, recruited, or studied or developed specially to work in terms of the instructional support for the visually impaired students.

2) To be a person who had a commitment, sacrifice, and volunteer including the spirit and ideology for the good services and required to develop the visually impaired students to overcome the obstacles and improve their better quality of life.

3) To be a person who had skills and specific science concerning the disabled conditions and natures of the visually impaired students.

4) To be a person who had skills, abilities in using media and technology concerning the learning development of the visually impaired students.

5) To be a person who had the knowledge concerning media and technology for the visually impaired students including the skills in using technology to meet the learners' needs very well.

4.2 Roles and duties

1) To provide services to support instructional management of teachers efficiently.

2) To provide services concerning the documents and publishing contents with suitable to each educational level.

3) To collaborate with the teachers to provide activities matching the learners' interests and aptitudes by realizing the individual differences.

4) To provide services to support the operations of the learners' activities.

5) To provide services to support the operations of the school hygiene activities.

6) To provide services to support the operations of the documentary section and budget plan.

7) To organize atmosphere, environment, and learning areas to be cleaned, shady, well-arranged, and magnificent.

8) To provide services in terms of transportation for students and personnel.

9) To provide the boarding room to be clean and tidy.

10) To ensure the safety of buildings and students.

11) To perform other tasks as assigned and behave in accordance with professional standards and code of ethics.

2. Instructional media and educational technology

2.1 Educational medias and technology should be included: 1) computer with sound synthesis program (Jaws, TaThip); 2) publications, such as Braille script books, 3) media materials , such as slate and stylus; 4) electronic media, such as DAISY audio books and sound charts; 5) audio visual media, such as mp3 players, CDs; 6) activity media, such as learning activities and recreation activities; 7) contextual media, , such as environment and areas;8) Braille printer; and 9) convex photo printer.

2.2 Operation

1) To purchase or provide the media equipment with budget or outsource budget.

2) To mobilize resources from network parties from the government, private, society and community.

3) To prepare project proposals to obtain for budget supports from government and private sectors both in the country and foreign organizations.

3. Learning resources and building sites consisted of:

3.1 Learning resources and building sites included: 1) audio library, 2) computer laboratory, 3) scientific laboratory, 4) math laboratory, 5) foreign language laboratory, 6) Thai music laboratory, 7) International music laboratory, 8) home economics laboratory, 9) life skills training room, 10) ethical training room, 11) professional museum room, 12) media room for the visually impaired persons, 13) Thai massage practice room, 14) career resources within the school, 15) physical rehabilitation and occupational therapy facilities, 16) media production room, 17) global stadium, 18) swimming pool, and 19) students' dormitory.

3.2 Operation: 1) To purchase or provide the learning resources and building sites with budget or outsource budget. 2) To mobilize resources from network parties from the government, private, society and community. 3) To prepare project proposals to obtain for budget supports from government and private sectors both in the country and foreign organizations. 4) To request for special offers from the department store to access the services.

4. School administration consisted of:

4.1 Main function: academic functions should be defined to cover the course curriculum and contexts including necessary conditions of the visually impaired learners included: 1) school curriculum development, 2) developing of learning process management, 3) measurement, evaluation and transferring of learning outcomes, 4) research for educational quality development, 5) the development of media, innovation, and educational technology, 6) library and the development of learning resources, 7) the supervision, monitoring, following-up and evaluation of educational management, 8) educational guidance and social welfare, 9) educational quality assurance, 10) inclusive education, 11) remedial teaching, 12) career teaching and learning management and income earning during learning, 13) learners' rehabilitation, 14) learners' development activities, 15) network development to promote the efficiency of education management.

Each function had the operational guidelines different from the regular schools as follows:

1) School curriculum development: a variety of courses were provide in according to the learners' needs, the operations were as follows:

To define the early childhood education curriculum, regular curriculum for the visually impaired students, regular curriculum for the persons with other disabilities.

2) Developing of learning process management: the students-centered was focus on the Individual Education Plan (IEP), the operations were as follows:

2.1) To provide the learning activities to meet the learners' needs in the school, started from kindergarten to grade nine, divided into two learning groups described the first group studying the school curriculum for the visually impaired students (regular), and the second group studying the school curriculum for the visually impaired students and students with the other disabilities.

2.2) To provide the inclusive education by sending the visually impaired students who were qualified in both academic and social skills to study in a regular classroom.

2.3) To provide the learning activities concerning professional skills in professional practice centers for the visually impaired students, and enrolled for informal and non-formal education.

3) Measurement, evaluation and transferring of learning outcomes: the measurement and evaluation process were prepared based on the authentic assessment as well as an Individual Education Plan (IEP).

4) Research for educational quality development: every teacher was stipulated to conduct a classroom action research at least one paper per semester and school research once a year.

5) The development of media, innovation, and educational technology: a media production center for educational technology for the visually impaired students was required in order to produce media, publications such as Braille script, and other media equipment such as slate, stylus, electronic media such as DAISY audio books, sound charts, and audio visual equipment.

6) Library and learning resources development: the living library was created to enable for studying from publications, audio books, internet access, and learning media.

7) The supervision, monitoring, following-up and evaluation of educational management: the internal supervision was defined both in classroom level, administrative level, and inclusive level.

8) Educational guidance and social welfare: the educational guidance was arranged for education, career, and personal life consulting by psychologists. In addition, scholarship services, social welfare services, and medical treatment were also provided for the learners.

9) Educational quality assurance: the educational quality assurance was prepared to be a part of school administrative process. All teachers and personnel were required to submit self-assessment reports monthly, per semester, and annually.

10) Inclusive educational management: the special academic teachers were provided to promote and support in terms of academic for the visually impaired students to work in the inclusive school where students joined the classroom.

11) Remedial teaching: the remedial teaching activities were arranged for the inclusive students from Mondays to Thursdays at 6 p.m.-8 p.m. by school personnel and volunteers.

12) Career instructional management and earning income during learning: the professional training was arranged in accordance to aptitudes, interests, and potential of the learners in school, and to provide the learners to be trained in the school establishment and other establishments provided by local wisdom resources, local philosopher, and arranged contacts with private sectors to set up the establishment inside the school, for instance, Chiang Mai Polytechnic College, Advanced Info Service company (AIS), and Charoen Pokphand Foods Co., Ltd. (CP), etc.

13) Rehabilitation of learners' physical ability: the rehabilitation of learners' physical ability was arranged for the visual disabled persons in terms of sensational development, balanced development, and personality development by therapists and MOU (Memorandum of Understanding) with Faculty of Associated Medical Sciences, Chiang Mai University.

14) Learners' development activities: the learners' development activities were arranged for the visually impaired students to improve learning by gaining experiences from both inside and outside the class.

15) Network development to promote the efficiency of the educational management: the network development to promote the efficiency of the educational management was built and collaborated the educational network to develop the academic quality with institutions both in the country and foreign countries.

4.2) Supportive functions: academic supporting should be determined to cover the functions of the educational institution consisted of 4 sections as follows: 1) personnel administration, 2) plan and budget administration, 3) general administration, and 4) student affairs administration described as follows:

1) Personnel: the recruitment, appointment, employment, retention, and human resources development were prescribed as follows:

1.1) The ratio of the teacher to students is 1:5 as the determined criteria of the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC).

1.2) The school for the visually impaired persons should be prescribed the two disabled teachers in each school to be the model teachers of school for the visually impaired students.

1.3) The academic supportive staff should be employed in the school consisted of psychologist, therapists, Braille crafter, nutritionists, disabled sitters, and almoners.

1.4) The casual staff should be employed as a driver, janitor, gardener, maid for example.

2.2 Process

1) Planning (P): an operational plan was to implement the effective school administration model for developing by setting a vision for the plan, the preparation of education quality development plan and action plan, and the study of the manual of the effective school administration model for visually impaired persons before implementing in the school were described as follows:

1. To clarify the plan objectives.
2. To be an authentic plan leading to actual implementation.

3. To be a plan realized on the use of resources worthy and efficiency.

4. To have both qualitative and quantitative standards for available measuring and evaluation system.

2) Organizing (O): the administrative resources were integrated by the school structural management in accordance with the school functions, including five administrations: academic administration, personnel administration, plan and budget administration, general administration, and student affairs administration including defining a scope and mission roles covered the functions. The operations were as follows:

1. To define an organizational structure and missions in accordance to the contexts.

2. To define the scope and mission roles covered both the main functions and supportive functions.

3. The communicative management within organization should be clarified.

4. To define the clear command line.

5. To define a personnel progress.

3) Staffing (S): the personnel administration referred to the organizational operation to obtain personnel to work efficiently in a suitable position by the selection process emphasized on planning, appointing, developing, consoling, and encouraging including the evaluation, consideration of favor, providing welfare, and dismissal. The details were described as follows:

1. Personnel planning were predicted before recruiting a person to work in the school.

2. The process to the recruitment, selection, appointment, employment was obtained to work in the school.

3. Personnel retention was to take care of the staff to be happy and the organizational royalty through welfare and the personnel development in profession progress.

4. The dismissal was based on the condition of the moral system.

4) Directing (D): the directing referred to the administrators employed both scientific and art to motivate the school subordinates to work at their best either in individual or group levels in order to achieve the school objective goals. The activity should be covered the decision making, ordering, motivating, and team building. The operations were as follows:

1. The decision making should be clarified the goals based on the importance of learners' benefits, education institutions, and service recipients.

2. The ordering the school subordinates should be followed and conformed to the school's goals and in accordance with the school's objectives in both written and verbal forms based on the right of law or other related policies.

3. The motivating was to apply factors to the school subordinates to work efficiently by motivating both the internal factors concerning individual needs, attitudes, and interests and the external factors such as compensation, favor, benefits, or other welfare.

4. Team building was to arrange personnel into a group in order for working the assigned tasks to archive the goals by using the assigned tasks or activities as a criteria for the team building.

5) Controlling (C): the controlling referred to an administrative role related to the performance evaluation of the school personnel to meet the standards stated in the plan. The operations were described as follows:

1. The operations of supervision, monitoring, following-up the tasks during the operations and at the end of the operations in accordance with the determined standards.

2. The report should be provided after the end of the operations.

3. The operations should be improved and developed in accordance with the standards.

2.3 Outputs (O)

1) Opportunities to access to educational services: the educational opportunities and equality of the visually impaired persons were stated as follows:

1.1) The visually impaired persons received the opportunities and equality in basic education.

1.2) The visually impaired persons who had graduated from basic education to be able to enroll the higher education either government school or private school.

1.3) The visually impaired persons had completed basic or higher education to have the career opportunities to work either in the educational institutions or establishments.

2) Quality of learners: the quality of learners in the effective school administration for the visually impaired persons was as follows:

2.1) The students had good quality of life with the physical, mental and intellectual readiness for self-reliance and to assist the fellow members.

2.2) The students had moral principles and emotional maturity to be able to face the problems and events of the global changing.

2.3) The students had knowledge and life skills, career skills to conduct of self-serving in the future.

2.4) The students were able to rely on themselves without the burden of family, society, and community.

3) Efficiency of educational administration: the efficiency of educational administration for the visually impaired persons:

3.1) The school was the learning centers for the visually impaired persons with quality and educational standards

3.2) The school had the learning exchange with the educational network and shared the use of resources prudently and maximal benefits.

3.3) There were the network parties of community, social, parents sectors to participate in educational quality development of the educational institutions.

Feedback was to evaluate of output based on the authentic assessment system and expected conditions whether these conditions were different and how different they were.

Part 3: Model evaluation

Guidelines for evaluating the school administration model for visually impaired persons were as follows:

1. The data collection method was the seminars of specialists.
2. The tools for the data collection were the evaluation forms of feasibility and the benefits retrieved by the implementation of the effective school administration model for visually impaired persons.
3. The data analysis method were questionnaires evaluated feasibility and the benefits of adopting the effective school administration model for visually impaired persons. The data were analyzed by using mean (\bar{X}) and standard deviation (S.D.). The interpretation of average was defined as follow:

The average scores of 4.51 - 5.00 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the highest level.

The average scores of 3.51 - 4.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a high level.

The average scores of 2.51 - 3.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a moderate level.

The average scores of 1.51 - 2.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at a low level.

The average scores of 1.00 - 1.50 indicated the feasibility and benefit of the effective school administration for the visually impaired persons at the lowest level.

Part 4: Model conditions

The conditions required to apply the school administration model for visually impaired persons were as follows:

1. The school administrators should make an understanding the model of the effective school administration for the visually impaired persons and implementing correctly in accordance with the use manual.
2. The school administrators should promote and support the model operations of the effective school administration for the visually impaired persons.

Table 23: Process: Responsible person (s), operational methods, indicators, goals, related documents

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
1. Planning (P)	1. Basic school board committee 2. School director 3. Academic administration 4. Personnel administration 5. Plan and budget administration 6. General administration 7. Student Affairs administration 8. Teachers and personnel	1. To define a wide vision. 2. To define mission covering a scope of working. 3. To prepare an educational quality development plan based on the participation. 4. To prepare an annual action plan.	1. There was a school vision and mission. 2. There was a school educational quality development plan. 3. There was a school annual action plan.	1. A school vision was wide and to be enable for implementation. 2. A school mission was clear, can be used to achieve the goal. 3. An educational quality development plan based on all sectors' participation. 4. An annual action plan covered all project activities of all work.	1. An educational quality development plan 2. An annual action plan

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Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
<p>2. Organizing (O)</p>	<p>1. Basic school board committee 2. School director 3. Academic administration 4. Personnel administration 5. Plan and budget administration 6. General administration 7. Student affairs administration 8. Teachers and personnel</p>	<p>1. To prepare an organizational structure in accordance with school context that provided educational management for the visually impaired persons. 2. To define a scope main functions and supportive functions. 3. To prepare learning resources and building sites adequately and appropriately. 4. To prepare instructional media and educational technology.</p>	<p>1. There was a organizational structure for school. 2. There were administrative manuals for divisions. 3. There were operational standards for divisions. 4. There was a plan to prepare instructional media and educational technology. 5. There was the provision and development the learning resources and building sites.</p>	<p>1. A organizational structure in accordance with school context and covering functions. 2. Administrative manuals for all divisions. 3. Operational standards for all divisions 4. Learning resources and building sites adequately and appropriately for learning development. 5. A variety of building sites were suitable with learning.</p>	<p>1. An organizational structure 2. A manual of operations 3. An operational standards for all divisions 4. Authentic evidence of instructional media and educational technology 5. Authentic evidence of the learning resources and building sites</p>

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
3. Staffing (S)	1. Basic school board committee 2. School director 3. Personnel administration	1. To select / recruit personnel in accordance with functional position for the visually impaired persons. 2. To define roles and duties in accordance with functions of educational management for the visually impaired persons. 3. To develop personnel. 4. To build teamwork based on the participation.	1. There was the basic school board committee by the law determination. 2. There were teachers and educational personnel in accordance with the criteria of the Teacher Civil Service and Educational Personnel Commission (TPEC). 3. The teachers and school personnel were developed.	1. The basic school board had characteristics of the school determination. 2. The teachers and school personnel had knowledge and had characteristics the school determination. 3. The teachers and school personnel were developed at least 20 hours per year.	1. School information 2. Registration and biology of teachers and school personnel 3. Operational standards of personnel administration section 4. A personal summary report (SAR)

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Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
4. Directing (D)	1. School director 2. General administration 3. Teachers and school personnel	1. To collaborate the relations of internal and external school in publish, leaflet, radio online. 2. To build learning organization by exchanging both inside and outside the school. 3. To create educational network by collaborative agreement.	1. There was communication within organization both horizontal and vertical as well as formal and informal. 2. There was the learning exchange between the teachers and school personnel. 3. There was the learning exchange of the educational agencies and educational institutions.	1. School personnel received data and information correctly, the data and information was collaborated entirely and the same direction. 2. The school personnel had the learning exchange within school and among schools. 3. The school director could lead school to achieve goals.	1. A school journal 2. A meeting note 3. A school appointment 4. A visitor note 5. A personal summary report (SAR)

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
4. Directing (D)	1. School director 2. General administration 3. Teachers and school personnel	1. To collaborate the relations of internal and external school in publish, leaflet, radio online. 2. To build learning organization by exchanging both inside and outside the school. 3. To create educational network by collaborative agreement.	1. There was communication within organization both horizon and vertical as well as formal and informal. 2. There was the learning exchange between the teachers and school personnel. 3. There was the learning exchange of the educational agencies and educational institutions.	1. School personnel received data and information correctly, the data and information was collaborated entirely and the same direction. 2. The school personnel had the learning exchange within school and among schools. 3. The school director could lead school to achieve goals.	1. A school journal 2. A meeting note 3. A school appointment 4. A visitor note 5. A personal summary report (SAR)

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
<p>6. Motivation (M) 6.1 Welfare. 6.2 Compensation. 6.3 Promotion. 6.4 Promote self-development. 6.5 Study visit both in the country and foreign countries.</p>	<p>1. School director 2. Personnel administration</p>	<p>6.1 To provide free food and medical care. 6.2 The compensation / promotion was considering by the performance fairly. 3. To provide teachers to be developed in all forms and thoroughly at least 20 hours per year per person. 3. To provide the study visit both in the country and foreign countries at least once a year.</p>	<p>1. The job satisfaction of personnel. 2. Statistics of personnel resignation / relocation 3. Teachers and personnel had been developed at a higher academic standing.</p>	<p>1. Ninety percent of teachers and personnel satisfied in performance. 2. Not more than 5 percent of personnel resigned and relocation. 3. Personnel had been developed at a higher academic standing 100 percent.</p>	<p>1. A job satisfaction form 2. A statistics of performance 3. A biology form (ภพ. 7) 4. A summary report of activities / projects</p>

APPENDIX: D

Educational Institutions Administrative Effectiveness Model for the Visually Impaired Persons

The educational institutions administrative effectiveness model for the visually impaired persons consisted of 6 components in accordance with the concept of Teera Roonjaroen (2007, p. 63) as follows:

1. Model principles
2. Model objective
3. System and model mechanism
4. Model operational method
5. Model evaluation guidelines
6. Conditions of model

The descriptions of each component were as follows:

1. Model principles

The effective school administration model for the visually impaired persons emphasized on the principles as follows:

- 1.1 System theory administration
- 1.2 Effective school administration
- 1.3 Participatory administration
- 1.4 Educational network administration
- 1.5 Motivation
- 1.6 Student-centered educational management

The descriptions of each principle were as follows:

1.1 System theory administration

The effective school administration model for the visually impaired persons emphasized on the system theory of Kast and Rosenzweig (1985, p.112) that consisted of five components:

1) Input was defined as the resource or the necessary things to be imported to the system to work. However, the system resources and school system of the school for the visually impaired persons were the personnel, instructional media and educational technology, learning resources and building sites, and the school administration.

2) Process was defined as the transformation of input or resources into output. However, the process of the effective school administration model for the visually impaired persons were planning, organizing, staffing, directing and controlling including motivation was the drive.

3) Output was defined as the outcomes to meet the needs of the systemic objectives. The output/ outcomes the effective school administration model for the visually impaired persons were the opportunity and equality of educational services, quality of learners, and the efficiency of educational administration

4) Feedback was defined as a part that affected to the system. It could be used as a mechanism to control the operation of the system to meet the objectives. It points out the advantages and disadvantages of input, process, and output, and lead to the quality improvement.

5) Environment was defined as the conditions for achievements such as, laws and policies of the educational management and leadership of school administrators.

1.2 Effective school administration

The effective school administration model for the visually impaired persons emphasized on Harold D. Koontz and Cyril O' Donnell's concepts (as cited in Manop Sawameechai, 1994) consisted of five process: planning, organizing, staffing, directing, controlling affected to the output or outcomes referred to the educational institutions in terms of quantity, referred to opportunities and educational equality for the visually impaired persons in terms of quality, referred to the visually impaired students had a better quality of life to be good human with moral, ethics, academic knowledge, life

skills, and career skills. In terms of efficiency, referred to the school administration based on the school goals with the fundamental limitations of the environment and society-community context.

1.3 Participatory administration

The effective school administration for visually impaired persons based on the principles of the school-based management by organizing a decision-making process for everyone to participate in school development entirely on the basis of the cooperating in problem solving of the educational institutions with sufficient and accuracy information. The professional knowledge and good decision-making techniques were to achieve unanimous decision-making in the work group, support teamwork, and create group motivation to share idea, collaborative working and responsibility in school development. The operations were as follows:

1) To decentralize decision-making to other sectors concerning the issues to all levels of the educational institutions by creating a decision-making network at the level of the educational institutions, the departments, the sectors, the subject group, the supervisors, or the general groups for everyone to participate and there was a coordinating group to lead for the integration before implementation.

2) To define the task group that was responsible to decision-making to know the true problem conditions. In addition, the information was easy to access, adequate, and accurate.

3) To provide the knowledge development in terms of academic, profession and decision-making techniques to create the confidence and motivation for the group to participate in decision-making related to the group working.

1.4 Educational network administration

The educational network administration referred to a group of individuals, organizations, with the same goals to cooperate of volunteering together in order for educational activities to achieve goals. (Co-thinking / planning / co-working / co-evaluation), to have the horizontal relationship, equality and cooperative learning continuously. The Office of the Special Education Bureau recognized the importance of educational management by emphasizing on developing and raising the quality of education including supporting the exchange stage of learning levels based on the basic concepts of participatory network development. As the results, there was the policy of

creating a network for promoting the efficiency of education management under the Office of Special Education Bureau, attached to the Office of the Basic Education Commission. In addition, collaborative work with other agencies or organizations was depended on collaboration as follows:

1) The coordination referred to the way in which many people to work together to achieve the agreed objectives by defining the activities into the category in order to assign to those responsible persons with harmony, conformity and the most efficiency.

2) The cooperation referred to the willingness of each person to assist one another in order to achieve one of the organizational goals or cooperative sectors. It seemed any sectors in charge as an owner or a host of those activities and invited other to attend the activities any times, temporary, and to exchange of learning among participants. The activities will focus on the finishing according to the needs of the owner. The cooperation was the voluntary assisting, not the direct duty. The activities may be occurred at the same time or at the different time, or maybe cooperate some time.

3) The collaboration referred to the two or more members or two or more organizations to work together, to help each other in the group and recognized that they were parts of a group based on the existing structure in the organization as well as the understanding in the objectives of working together in order to achieve the same goal efficiently including the workers were satisfied with their works.

4) The participation referred to all members of sectors or organizations to operate any tasks in terms of the process that was aimed at learning in dynamic which was the changing movement constantly, to have a problem solution, to formulate new plans in order to create sustainability in the relationships of all involved sectors, to participate affecting to the good effects for driving the organization or network. The participants were proud to be part of the administration and the importance was the participants will have a sense of ownership of the network, which will be the power to drive the best network.

In the school administration for the visually impaired persons was to build an educational network, learning network, experience sharing network focusing on the participatory process of the government and private sectors both inside and outside the

country to participate in the quality development of education management for the visually impaired persons by exchanging knowledge, supporting the educational equipment, media, educational technology, the teaching and learning activities, and budget including consumer goods. The operations were as follows:

1) MOU (Memorandum of Understanding) between the educational institutions with the local and international educational institutions to develop learners, the learning exchange, and the development of personnel for educational management of the visually impaired persons.

2) To propose activities / projects to government agencies and private sectors both inside and outside the country to obtain funding support, equipment, and educational technology including consumer goods.

3) The students, teachers and personnel were participated in the activities of the educational network by opportunities or the important day by Thai culture, tradition, and inquiring the suitable activities.

4) The educational institutions became the learning center for the visually impaired persons in ASEAN with quality and educational standards according to the school vision and establish the school identity as the learning resources and modern media and technology to be available for services.

1.5 Motivation

The motivation of effective school administrative processes for the visually impaired persons by focusing on theories of motivation, scientific administration, and behavioral administration by motivating teachers and personnel to have good attitude towards the organization, to realize to be under the patronage, and satisfaction in the achievements together, to develop schools to achieve goals and to understand the priority of compensation in the form of money and welfare, and the use of interpersonal methods to create the relationship to integrate the individual needs with school goals. The operational were as follows:

1. All teachers and personnel were involved to determine vision, mission, goals, to prepare the development plan and action plan.

2. The administrators expressed his generosity and sincerity to the subordinates including to provide media, facilities in the operations, to provide welfare

in various ways. The subordinates had a good life with the supporting of academic and professional progress.

3. The administrators must pay attention to the differences of subordinates in terms of demand, capabilities and characteristics individually.

4. The administrators must adhere to good governance that valued the success of the work and the rewards or favors.

5. The administrators must assign tasks to be suitable with the capabilities and challenged of the practitioners and also met the needs of the practitioners.

6. The administrators must pay attention to the working environment in public of the school.

7. The administrators must pay attention and care of the subordinates' attitude in working, and to adjust the work direction to the same way.

8. The administrators must create the ideas and realize on the identity of the subordinate, who must focus on the work and the significance of the school goals.

1.6 The student-centered educational management

The effective school administration model for the visually impaired persons was emphasized on the student-centered educational management based on the guidelines of the Tisana Khamani (2007, p. 120) referred the student-centered educational management focusing on the visually impaired persons by realizing on the suitability and the most benefits the learners should deserve and there were the learning activities allowing learners to play an important role in learning, to participation in the active learning activities and learning processes leading learners to the authentic learning. The teaching and learning process for the visually impaired learners was focused on learning by individualized instruction that addresses the learner's background, intelligence, abilities, aptitudes, disabilities, interests, and individual needs. The instructors had to analyze the learners by pre-test and used the results for the individualized instructional planning individually. The learners will be carried out the planned learning and self-assessment. In addition, the teachers provided the assist and collected individual learning information including adopting the information to plan the next learners' learning. Here were these steps:

1) To conduct the instruction consistent with the learners' needs and the learners' potential in the school as the parallel classroom, two groups of learning started from kindergarten to grade 9.

2) To send the visually impaired students who were ready for academic skills to take part in general schools from grade 7 to grade 12.

3) To provide teaching and learning in the Vocational Training Center for the Blind for the visually impaired students to enter the educational system or lack of academic skills to focus on vocational skills and enrolled for non-formal education.

2. Model objective

The model objective of the effective school administration for the visually impaired persons was to make the administration of the educational institutions for the visually impaired persons to be efficient and effective.

3. The system and model mechanism

The system and model mechanism of the effective school administration for the visually impaired persons were as follows:

1. Input consisted of personnel, learning media and educational technology for the visually impaired persons, learning resources and building sites, and the school administration.

2. Process consisted of planning, organization, staffing, directing and controlling including motivation was the drive.

3. Output consisted of the educational opportunities and equality for the visually impaired persons, quality of learners, and efficiency of educational administration.

The components of system and model mechanism as shown in Figure 1

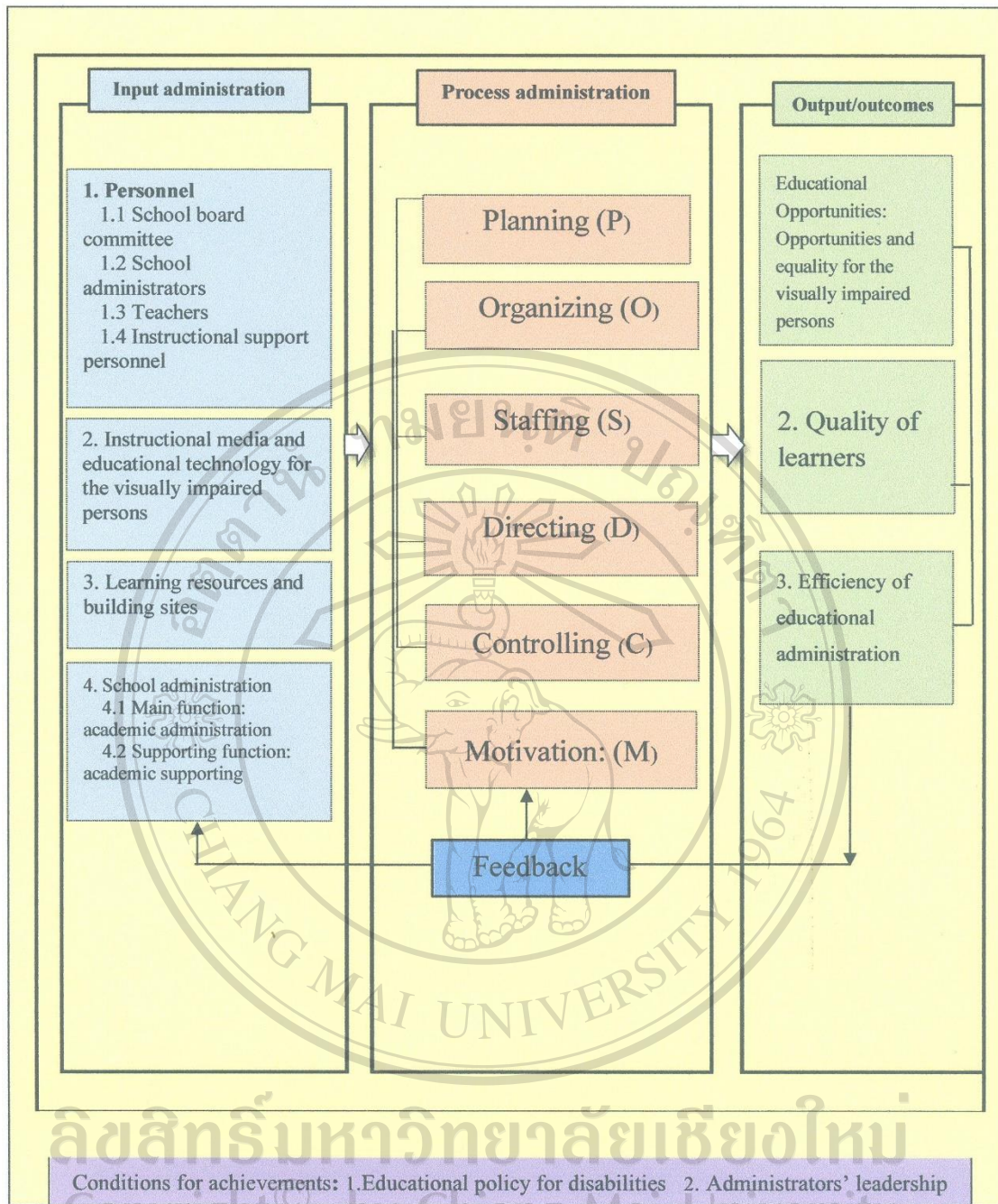


Figure 1 The relationship mechanism of model components of the effective school administration for the visually impaired persons

4. The operational methods of the effective school administration model for the visually impaired persons

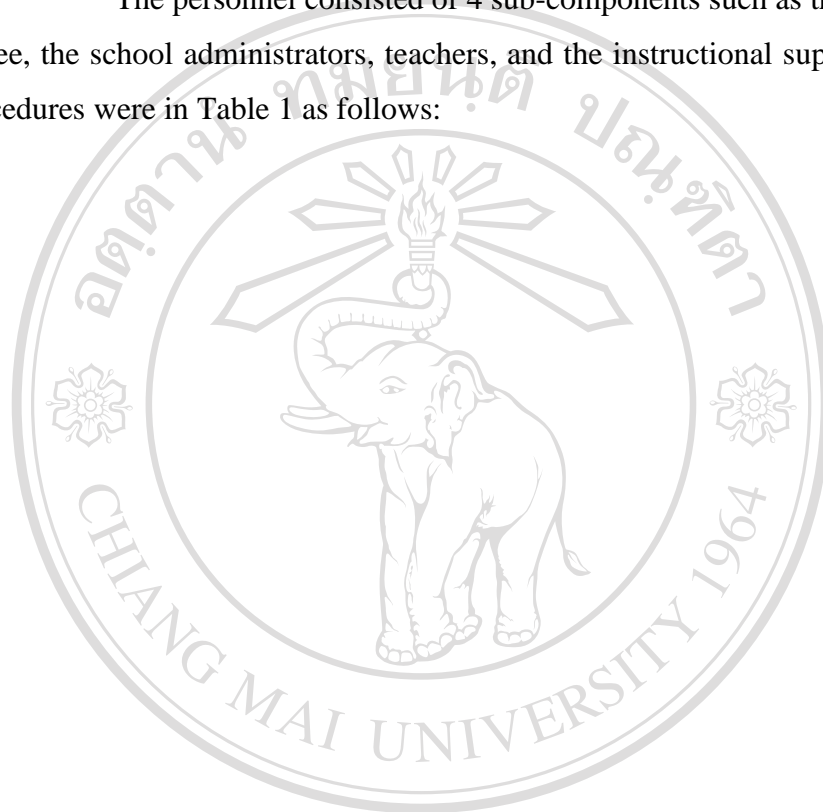
The descriptions of the operational methods of the effective school administration model for the visually impaired persons were as follows:

The first component: Input

Input consisted of 4 sub-components as follows:

1.1 Personnel

The personnel consisted of 4 sub-components such as the school board committee, the school administrators, teachers, and the instructional support personnel. The procedures were in Table 1 as follows:



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Table 1: Input in terms of personnel

Input factors	Responsible person (s)	Operational methods /duration	Related documents
<p>1. Personnel</p> <p>1.1 Basic school board committee should have the qualification different from the general schools as follows:</p> <p>1) To be knowledgeable and experienced involved with the educational management for the visually impaired persons.</p> <p>2) To be an understanding of nature and the basic conditions of disability of the visually impaired persons.</p> <p>3) The experts should come from external sectors or private organizations that were involved and to realize on the priority of education, to understand the context and conditions of the educational management for the visually impaired persons.</p> <p>4) The chairman of the basic school board committee should be a visionary, knowledgeable and understanding including realizing on the education for the visually impaired persons. In addition, they should be ready in terms of the economy or to have the charismatic authority to</p>	<p>1. School director</p> <p>2. Head of general administration section</p>	<p>1) To announce the application to the basic school board committee as requirement according to the regulation.</p> <p>2) To define the qualification / characteristics.</p> <p>3) To determine the roles and responsibilities of the basic school board committee.</p> <p>4) To propose the office of educational service area to announce the appointment of the basic school board committee.</p>	<p>- Ministry of Education Regulatory Act, B.E. 2546, section 38</p> <p>- The involved Ministry regulation</p>

Table 1: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
<p>lead or create a network in the community.</p> <p>1.2 School administrators should have the qualification different from the general schools as follows:</p> <ol style="list-style-type: none"> 1) To have leadership, a wide vision, an understanding of participatory strategic management. 2) To have a commitment, sacrifice, patience and kindness including the spirit and ideology of being a teacher. 3) To be knowledgeable, an understanding of the nature of the visually impaired students including understanding the context of the society and community. 4) To have a human relationship skills, to be able to create an educational network and mobilize resources from all sectors both inside and outside the country to participate in developing of the educational quality for the visually impaired persons. 5) To have knowledge and ability for an integrated administration and to be able to link with the network administration or the context of the society and community very well. 	<p>Head of personnel administration section</p>	<p>and Educational Personnel Council Act B.E. 2546 (2003) as amended by Act B.E. 2553 (2010)</p>	<p>Teachers and Educational Personnel Council Act B.E. 2546 (2003) as amended by Act B.E. 2553 (2010)</p>

Table 1: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
<p>1.3 Teachers should have the qualification different from the general schools as follows:</p> <p>1) To be knowledgeable and skilled in the use of Braille, to have knowledge in specialized sciences for the teaching and learning for the visually impaired persons.</p> <p>2) To be a commitment, sacrifice, patience and kindness to assist, to solve the problems and obstacles for the visually impaired persons.</p> <p>3) To be an ideologist in the teaching profession and to have the spirit of being a teacher of the special education.</p> <p>4) To be knowledgeable in the science of special subjects and to be able to apply in the educational management for the visually impaired persons.</p> <p>5) To know and to understand the patterns and techniques of teaching for the visually impaired persons and to be able to lead towards the integrated teaching and learning with the community savant,</p>	<p>1. School director 2. Head of general administration section</p>	<p>In accordance with Teachers and Educational Personnel Council Act B.E. 2546 (2003) as amended by Act B.E. 2553 (2010)</p> <p>2. In a case of available position, to determine the major according to the requirement of the school.</p> <p>3. To assign roles and duties of teaching according to aptitude / majors.</p> <p>4. To study an additional course concerning the science of teaching specifically for the visually impaired persons.</p>	<p>Teachers and Educational Personnel Council Act B.E. 2546 (2003) as amended by Act B.E. 2553 (2010)</p> <p>2. To appoint for work assignment</p>

Table 1: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
<p>learning resources, and folk wisdom.</p> <p>1.4 Instructional support personnel as follows:</p> <ol style="list-style-type: none"> 1) Braille typing staff 2) Braille editing officials. 3) Sitters for disabilities in dormitory. 4) Sitters for disabilities in classroom. 5) Service officers 6) Drivers 7) Health teachers 8) Psychology teachers 9) Cook 10) Employee for establishment / for selling production 	<ol style="list-style-type: none"> 1. School director 2. Head of general administration section 	<ol style="list-style-type: none"> 1. To survey the necessary requirements of the departments. 2. To determinate the characteristics of instructional support personnel. 3. To assign roles and duties of instructional support personnel. 4. To promote recruitment instructional support personnel according to the requirements and qualification set. 5. To sign the contract with government budget / outer budget by each year. 6. To evaluate the operations of 1 time per semester, 2 times a year. 7. To sign the continue contract / laid off. 	<ol style="list-style-type: none"> 1. The regulation for temporary employment 2. To appoint for work assignment 3. Personnel information 4. Report of operational results.

1.2 Instructional media and educational technology for the visually impaired persons

The educational media of the effective school for the visually impaired persons composed of: 1) computer with sound synthesis, 2) media printed, 3) media materials, 4) electronic media, 5) audiovisual media, 6) activity media, 7) contextual media, 8) Braille printer, and 9) convex photo printer. The operational steps were as follows:

Table 2: Input in terms of learning media and educational technology

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1. The educational media and technology composed of: 1) computer with sound synthesis, 2) media printed, 3) media materials, 4) electronic media, 5) audiovisual media, 6) activity media, 7) contextual media, 8) Braille printer, and 9) convex photo printer.	1. School director 2. Head of academic administration 3. Head of the educational media and technology division	1. Head of educational media and technology division surveyed the requirements of educational media and technology from teachers for additional courses. 2. Head of educational media and technology division surveyed the requirements of educational media and technology from teachers, students, and libraries in the first week of the semester. 3. To collect the results of the survey to plan of the production, purchasing, and supplying. 4. To appoint the committee to product, to purchase, and to supply.	1. A survey form for the requirements of the instructional media and educational technology 2. To appoint for the work committee to product, to purchase, and to supply the instructional media and educational technology

Table 2: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of the educational media and technology division 2. Procurement officer	1. To give the plan of the production, purchasing, and supplying to the committee in order to produce the instructional media and educational technology.	1. A document of assignment to produce the instructional media and educational technology
	1. The committee of production the educational media and technology 2. Procurement officer	1. To be assigned to produce the instructional media and educational technology. 2. To plan for production and purchasing.	1. A summary report of the operational results.
	1. The committee of production the educational media and technology	1. To verify the accuracy in terms of quantity of printing/ purchasing/ supply and to verify the accuracy in terms of quality	1. A summary report of the operational results.
	1. Head of academic administration section 2. Head of the educational media and technology division	1. Head of academic administration section and head of the educational media and technology division coopered to supervise, monitor, and follow-up the operations.	1. A summary report of the operational results.

1.3 Learning resources and building sites

The learning resources and building sites of the effective school for the visually impaired persons consisted of: 1) audio library, 2) computer laboratory, 3) scientific laboratory, 4) math laboratory, 5) foreign language laboratory, 6) Thai music laboratory 7) International music laboratory, 8) home economics laboratory, 9) life skills training room, 10) ethical training room, 11) professional museum room, 12) media room for the visually impaired persons, 13) Thai massage practice room, 14) career resources within the school, 15) physical rehabilitation and occupational therapy

facilities, 16) media production room, 17) global stadium, 18) swimming pool, and 19) students' dormitory. The procedures were as follows:

Table 3: Input in terms of learning resources and building sites

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1. The learning resources and building sites: 1) Audio library 2) Computer laboratory 3) Scientific laboratory 4) Math laboratory 5) Foreign language laboratory 6) Thai music laboratory 7) International music laboratory 8) Home economics laboratory 9) Life skills training room 10) Ethical training room 11) Professional museum room 12) Media room for the visually impaired persons 13) Thai massage practice room 14) Career resources within the school 15) Physical rehabilitation and occupational therapy facilities,	1. Plan / procurement officer 2. Head of the learning resources and building sites division 3. Committee of the learning resources and building sites	1. Head of the learning resources and building sites surveyed the current conditions, problems, necessary needs for the usage of the learning resources and to develop building sites before the school was opened at the beginning of semester.	1. A survey form of the current conditions, problems, necessary needs for improvement the learning resources and building sites
	1 Assistant director 2. Head of general administration section 3. Head of the learning resources and building sites division 4. Committee of the learning resources and building sites	1. Assistant director, head of general administration section, head of the learning resources and building sites division, committee of the learning resources and building sites cooperated in analysis the data and arranged the priority of planning and prepare the operational plan 2. Head of the learning resources and building sites division propose the plan to school administrator to approve if it was inappropriate to revise and improve the plan again.	1. The educational quality standard 2. The school development plan 3. The results of the survey of the current conditions, problems, necessary needs concerning the learning resources and building sites

Table 3: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
16) Media production room 17) Global stadium 18) Swimming pool 19) Students' dormitory	1. Head of the learning resources and building sites division 2. Committee of the learning resources and building sites	1. Head of the learning resources and building sites division and the committee of the learning resources and building sites to conduct a meeting to inform the teachers and personnel in the meeting before the school was opened and informed students in the orientation when the school was opened.	1. Operational plan of the learning resources and building sites
	1. Head of the learning resources and building sites division 2. Committee of the learning resources and building sites 3. Workers and janitors	1. Head of the learning resources and building sites division was informed concerning the learning resources and building sites 2. The approval operations for ordering the committee of the learning resources and building sites who were informed concerning the learning resources and building sites or janitors to operation for the solution, and repaired to be ready for available conditions including reporting to administrator. 3. As regards the repair if costly had to report administrator to consider in commanding.	1. Operational plan of the learning resources and building sites

Table 3: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of the learning resources and building sites division 2. Committee of the learning resources and building sites 3. Workers and janitors	1. To collect the operational data in terms of the expenditure, results of subordinates' performance from the services, problems, and obstacles of the operations.	1. A summary report of the operational results.
	1. Administrator 2. Head of the learning resources and building sites division 3. Committee of the learning resources and building sites 4. Teachers and personnel	1. Head and committee of the learning resources and building sites division evaluated the operations periodically. 2. Head and committee of the learning resources and building sites division summarized the operational results at the end of semesters and reported in the meeting as well as reporting the administrators.	1. Evaluation form 2. A report of the operational results.

1.4 School administration

The scope of the effective school administration for the visually impaired persons was divided into 2 functions as follows: Main functions: academic administration consisted of 15 sections as follows: main function: academic administration consisted of 15 sections as follows: 1) school curriculum development, 2) developing of learning process management, 3) measurement, evaluation and transfer of learning outcomes, 4) research for quality improvement, 5) instructional media, innovation, and educational technology development, 6) library and learning resources development, 7) supervision, monitoring, following-up and evaluation of educational

management, 8) educational guidance and social welfare, 9) educational quality assurance, 10) inclusive education, 11) remedial teaching, 12) career instructional management and earning income during learning, 13) student rehabilitation, 14) learner development activities, 15) network development to promote the effectiveness of education management. Each function included the procedures as follows:

Table 4: Input: academic function in terms of the school curriculum development

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.1 The school curriculum development	- School director	1. To appoint committee / curriculum teamwork committee for analyzing the suitability of the school curriculum	- The committee appointment
	1. Committee of the school curriculum development 2. Teachers	1. To provide a meeting to inform the knowledge, to prepare a manual, to train the personnel to understand concepts, principles and guidelines concerning the learning standards. 2. Teachers designed the learning units and develop lesson plan and instructional management. 3. Teachers assessed the learning unit to improve and develop the effects of the school curriculum.	1. Basic Education Core Curriculum B.E. 2551 (A.D. 2008) 2. School curriculum 3. Educational quality standards 4. Instructional plan 5. Individualized Education Plan (IEP)
	1. Administrators / head of academic section/assigned persons 2. Committee of the school curriculum development	1.To share the determination of supervision, monitor, follow-up. 2. To create the positive attitude concerning supervision. 3. To define the agreement and operational plan obviously.	1. A report of the operational results.

Table 4: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
		<p>4. The school administrators supervised, monitored, followed-up systemically both the educational level and school level</p> <p>5. To summarize, follow-up the results of the use of curriculum and report</p>	

Table 5: Input: academic function in terms of the developing of learning process management

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.2 Developing of learning process management	<p>1. School administrator</p> <p>2. Head of academic section</p> <p>3. Head of subject department</p> <p>4. Teachers</p>	<p>1. To provide a meeting for planning the learning management in accordance with the aims of the basic education core curriculum</p> <p>2. To plan the learning process for the individual instruction and student-centered</p> <p>3. To share the operational guidelines for teachers, the practice of teaching management, measurement, evaluation, and operational schedule.</p> <p>4. To propose administrators to approve, comment, and suggest for the improvement as well as to prepare instructional manual</p>	<p>1. Basic Education Core Curriculum B.E. 2551 (A.D. 2008)</p> <p>2. School curriculum</p>
	<p>1. School administrator</p> <p>2. Head of academic administration section</p> <p>3. Head of subject department</p> <p>4. Teachers</p>	<p>1. To prepare a manual of Individualized Education Plan (IEP)</p> <p>2. To prepare a manual of instructional management</p>	

Table 5: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.2 Developing of learning process management	1. Teachers 2. Head of academic administration section	1. Teachers conducted a pre-test for testing the basic knowledge of students. 2. To propose to head of subject department/ Head of academic administration section to examine the appropriate. 3. To revise before using.	1. A manual of Individualized Education Plan. 2. School curriculum 3. A manual of the instructional management 4. A document of the instructional management 5. Learning evaluation form

Table 6: Input: academic function in terms of the measurement, evaluation and transfer of learning outcomes

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.3 Measurement, evaluation and transfer of learning outcomes	1. Deputy director of academic section 2. Head of registration division 3. Head of measurement and evaluation division	1. Deputy director of academic section, head of registration division, and head of measurement and evaluation division collaborated in planning to prepare the operational calendar such as request form, a transcript (๑พ.1) to propose to director to approve before the end of academic year.	1. A pre-test Calendar of working

Table 6: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Deputy director of academic section 2. Head of registration division	1. Deputy director of academic section, head of registration and evaluation division collaborated in the meeting to inform school personnel to know the operational guidelines of registration division from the calendar of working in the first week of the semester.	Calendar of working
	1. Deputy director of academic section 2. Head of registration division 3. Head of measurement and evaluation division	1. To get students admissions and changes of students' status from the student council at the end of the school enrolment about May and students attended during the academic year. 2. To get information learning courses and learners' development activities from the head of evaluation division at the end of the academic year and get information of the remedial exam from head of registration division after the completion of remedial teaching.	1. Student registration 2. Registered document /document concerning the students' measurement and evaluation
	1. Head of registration division	1. Head of registration division checked the data from the academic administration section, if it was not corrected, revised again with involved persons.	2. Registered document /document concerning the students' measurement and evaluation

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Table 6: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of registration division	<p>1. To record the correct student data into the Student 51 program. Students or parents filled the school document form to request the transcript (๑พ.1) / (for the second transcript, students had to pay for the fee at the registered section and transcript of academic record.</p> <p>2. The head of registration division operated as follows:</p> <p>2.1 In the case of the student transcript (๑พ.1) after completing the courses in the academic year of application.</p> <p>2.1.1 To collect data and prepare the transcripts in March.</p> <p>2.1.2 To make the transcript (๑พ.1) rechecked correctly before giving to students according to calendar within 1 week.</p> <p>2.1.3 To be approved by the school director and signed.</p> <p>2.1.4 After students got the transcript, the students will be sorted out according to the academic calendar.</p> <p>2.2 In the case of the student transcript (๑พ.1) after completing the course in the other years of application</p> <p>2.2.1 To check the transcript (๑พ.1) had been prepared correctly on the request date.</p>	Registered document / document concerning the students' measurement and evaluation

Table 6: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
		<p>2.2.2 After students registered to request the transcripts, the students will get the transcript within 1 week.</p> <p>2.3 In the case of the student transcript (๑พ.1) of resigning before the course was completed.</p> <p>2.3.1 To check the applicant's data on the date of receipting the request form.</p> <p>2.3.2 To prepare the transcript (๑พ.1) to be approved and signed by the director.</p> <p>2.3.3 Students registered to the transcripts, they will get within the requested week.</p> <p>2.4 In the case of the educational certificate.</p> <p>2.4.1 Head of registration division prepared the educational certificate after receiving the student request form.</p> <p>2.4.2 To prepare a certificate of academic record, to be verified and approved by the director to sign.</p> <p>2.5 In a case of certificate of academic record (๑พ.2)</p> <p>2.5.1 To prepare a certificate of achievement after the student was approved to complete the course and checked it by March.</p> <p>2.5.2. To be signed and approved by the director.</p> <p>2.5.3 Students registered for certificate of academic record (๑พ.2) according to the calendar determination.</p>	

Table 6: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of registration division 2. Deputy director of academic section 3. Director	1. The head of the registration division to prepare the report issued certificates and rechecked by March. 2. To be signed and approved by the director.	Registration form/ evident of students' evaluation
	1. Head of registration division 2. Deputy director of academic section 3. Director	1. The report issued certificates (ปพ.3) by head of registration division was divided into 3 sets, 1) an original set was proposed to the general section, sent to the Office of Education Basic Commission, 2) a copy set was sent to the Office of Special Education Bureau, and the last copy to be kept as evidence at school by 30 days after the approval of finishing the course. 2. A copy set of the report issued certificates will be sent to the Office of Special Education Bureau. One set will be kept as evidence at the school by 45 days after the approval of finishing the course.	The report issued certificates 1. Certificate (ปพ.3) 2. The report issued certificates form

Table 7: Input: academic function in terms of the research for educational quality development

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.4) The research for educational quality development	1. Director 2. Head of academic administration section 3. Head of research for quality development division 4. Committee of research for quality development	1. To plan the operations / projects. 2. To prepare a project proposal for approval. 3. Head of academic administration section checked the correct. 4. The director agreed and approved the operations.	1. Plan/project of the research for quality development
	1. Head of research for quality development 2. Committee of research for quality development 3. Teachers	1. Head and committee of research for quality development division operated the encouragement activities for teachers to do the classroom action research for quality development 1 topic per semester and school research 1 topic per year 2. The teachers to do the classroom action research for quality development 1 topic per semester	1. Report of operational results concerning research for quality development 2. Report of operational results concerning classroom action research 3. Report of operational results concerning school research
	1. School administrators 2. Head of academic administration section	1. To supervise, monitor, follow-up the evaluative results of operations concerning research for learners' quality development all through the academic year.	1. Report of operational results concerning research for quality development 2. Report of supervision, monitoring, following-up the evaluative results of operations concerning research for quality development

Table 8: Input : academic function in terms of the instructional media, innovation, and educational technology development

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.5 Instructional media, innovation, and educational technology development	1. School director 2. Head of academic administration section 3. Head of instructional media division	1. Head of the instructional media division surveyed the requirements of instructional media from teachers who taught academic additional courses, teachers, students, and library in the first week of the semester was opened. 2. To collect the survey data in order to plan for the instructional media production 3. To appoint the committee for the instructional media production	1. A survey form of the requirements of instructional media 2. The appointment the committee for the instructional media production
	1. Head of of academic administration section 2. Head of instructional media	1. A report of survey result of the requirements of instructional media was considered for the instructional media production type. 2. To propose the instructional media production plan to be approved in May and November.	1. A report of survey result of the requirements of instructional media
	1. Head of instructional media division	1. To assign the instructional media requirement to committee of the instructional media production in May and November.	1. The assignment for the committee of the instructional media production.

Table 8: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. The committee of the instructional media production	1. The assignment of the instructional media production. 2. To plan for the instructional media production for the users' requirements such as Braille typing book, sound book record, and the other instructional media depended on users' requirements	1. The requirement form for the instructional media production services. 2. The assignment form of the instructional media production.
	1. The committee of the instructional media production	1. To verify the Braille typing book. 2. To check the quality of sound book record.	
	1. Head of academic administration section 2. Head of instructional media division	1. Head of academic administration section and head of the instructional media division coopered to supervise, monitor, and follow-up the operations of the instructional media production. 2. To suggest, improve, and develop the instructional media production based on the results of supervision, monitoring, and following-up the operations.	1. The summary result form of the supervision, monitoring, and following-up
	1. The committee of the instructional media production	1. The committee of instructional media production registered the instructional media and assigned to the library for the services.	1. The registered form of the instructional media

Table 8: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of academic administration section 2. Head of instructional media division	1. Head of instructional media division report the summary of the operations of the instructional media production to head of academic administration section. 2. Head of academic administration section report the summary of the operations of the instructional media production to school director.	1. Result report form of the instructional media production

Table 9: Input : academic function in terms of the library and learning resources Development

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.6 Library and learning resources development	1. Librarian	1. To survey the lists of resources in the library based on the users' requirement.	1. The survey form of the users' requirement in books and library equipment.
	1. Librarian	1. The librarian informed the lists of resources, books, materials, and equipment in the library to the school personnel. 2. To prepare the resources in the library based on the users' requirement.	1. The registered form of the resources, books, materials, and equipment in the library 2. The monthly meeting report

Table 9: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
		1. Teachers did the lesson plan to use the library for instruction and collaborated with librarian concerning the requirement to use library. 2. Teachers informed the lists of publishing, material and equipment, and others to use in the instruction.	1. The registered record form of the use of the library for the instruction 2. The registered record form of the resources, books, materials, and equipment in the library
	1. Librarian	1. Librarian prepared a plan to purchase, to supply, to make documents, material and equipment, and resources of the library.	1. A plan to purchase, to supply, to make documents, material and equipment, and resources of the library.
	1. Librarian	1. To request for the approval to purchase, to supply, to make documents, material and equipment, and resources of the library.	1. A request form for the approval to purchase, to supply, to make documents, material and equipment, and resources of the library.
	1. Librarian 2. Teachers 3. Students	1. To operate the services of the library for the instruction. 2. To lend the books and the other resources according to the regulation of library lending.	1. A form of lending and returning of the books and the other resources
	1. Librarian	1. To record the results of the use of library for the instruction and independent study.	1. A form of lending and returning of the books and the other resources

Table 9: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Librarian	1. To collect the statistics of the use of library. 2. To summarize the evaluation of the use of library 3. To report the operations of the library at the end of semesters	1. The survey form of users' satisfaction

Table 10: Input : academic function in terms of the supervision, monitoring, following-up and evaluation of educational management

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.7 Supervision, monitoring, following-up and evaluation of educational management	Instructional supervision committee	1. To provide a meeting of the internal supervision committee to survey the issue of problem conditions, requirements in the instructional development 2. To prepare a survey form of problem conditions, requirements after the meeting by 1 week 3. To collect data from teachers, personnel, students, including parents and community 4. To analyze and summarize the survey results in order to plan before the school was opened.	1. A survey form of problem conditions, requirements in the instructional development

Table 10: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	Instructional supervision committee	<ol style="list-style-type: none"> 1. The survey results were used to define the scope and the descriptions of management. 2. The supervision committee prepared the operational plan and activity management plan. 3. To propose plan to be considered by academic administration. 	1. An operational plan and an activity management plan
	<ol style="list-style-type: none"> 1. School director 2. Head of academic administration section 	1. Head of plan division considered and to be approved by director.	1. Knowledge sheets concerning the instructional supervision
	Instructional supervision committee	1. To provide a meeting to informed the scope and the descriptions of the instructional supervision and request for the cooperation in activity management	1. Performed manual of academic administration section
	Instructional supervision committee	<ol style="list-style-type: none"> 1. The instructional supervision committee shared the knowledge concerning the principles of the development of lesson plan based on the school curriculum. 2. To review and analyze the problem solution guidelines together. 3. To provide the instructional supervision continuously throughout academic year. 4. To evaluate and report the operational results to carry on for the improvement and development. 	

Table 10: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	Head of academic administration section, teachers, students, and school personnel	1. Head of academic administration section determined the verification and supervision of committee, teachers, and students in every 2 weeks throughout the semester. 2. The instructional supervision committee summarized the evaluative results after the end of semester, and summarized the operational results to propose to head of academic administration section.	1. A report form of the operations. 2. A follow-up form of the operations.
	1. Head of academic administration section 2. School director	1. Head of academic administration section and school director accepted the operations and gave some advices at the end of semester and the end of academic year.	Publication documents
	Instructional supervision committee	1. To public the operational results to students, school personnel, parents, and community.	Publication documents

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Table 11: Input : academic function in terms of the educational guidance and social welfare

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.8 The educational guidance and social welfare	1. Head of the educational guidance and social welfare division 2. Guidance teachers	1. To survey the students' information in all aspects within 3 months since the beginning of semester.	1. Questionnaire 2. Interview form 3. Cumulative Record
	1. Head of academic administration section 2. Head of the student services / student affairs section 3. School information division 4. Classroom advisors / Teachers 5. Student parents 6. Involved agencies 7. Students	1. The collaboration in providing information concerning the students to be beneficial in using the data for the provision of guidance to students throughout the academic year.	1. Questionnaire 2. Interview form 3. Cumulative Record
	1. Head of the educational guidance division 2. Guidance teachers	1. The data from the survey and collection were analyzed and then used to provide services to students in the students' further education, career choices, social adaptation, and the preparation of documents to be beneficial to the students' needs throughout the academic year.	1. Profile file 2. Registration file 3. Summary form 4. Information documents

Table 11: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of the educational guidance division 2. Guidance teachers	1. The data from the analysis were published such as bulletin board, school voice on line.	1. Activity board 2. Invitation letter of resource persons.
	1. Head of the educational guidance division 2. Guidance teachers	1. To get information concerning problems and needs to be assisted / counseling in different aspects from the students directly or relevant persons.	1. A request form of the counselling service 2. A record form of the counselling service
	1. Head of academic administration section 2. Head of the student services / student affairs section 3. School information division 4. Classroom advisors / Teachers 5. Student parents 6. Involved agencies 7. Students	1. To coordinate persons who related to students to share information concerning problems and facts to find out how to help students properly and continuously.	1. Questionnaire 2. Invitation letter for a meeting
	1. Head of academic administration section 2. Head of the student services / student affairs section 3. School information division	1. To operate the services to students by collaborating with relevant persons to provide the assistance, solve problems, counseling services, and guidance services appropriate with students' problems continuously.	1. Scholarship documents 2. Information on various aspects. 3. A request form of the counselling service 4. A record form of the counselling service 5. A summary of guidance service

Table 11: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	4. Classroom advisors / Teachers 5. Student parents 6. Involved agencies 7. Students 8. Guidance teachers		
	1. Head of the educational guidance division 2. Guidance teachers	1. To monitor the evaluation of the provision of guidance services to students.	1. Questionnaire 2. A report of summarizing of guidance service
	1. Head of academic administration section 2. Head of the student services / student affairs section 3. School information division 4. Classroom advisors / Teachers 5. Student parents 6. Involved agencies 7. Guidance teachers	1. To summarize of the operational results in providing guidance services and reporting to relevant persons and the director to receive suggestions for the service improvement.	1. The summary the operational results in providing guidance services.
	1. School director 2. Head of academic administration section	1. To supervise, monitor, and evaluate the guidance implementation and social welfare 2. To give some advices on how to improve operations.	1. The summary the operational results in providing guidance services. 2. An evaluation record for the operations

Table 12: Input : academic function in terms of the educational quality assurance

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.9 The educational quality assurance	1. Director 2. The committee for a review of the evaluation 3. Heads of department / division	1. To appoint of the committee for a review of the evaluation consisted of assistant director, heads of department / division, teachers and personnel who had a thorough understanding of the internal assurance by the first week of March. 2. The committee for a review of the evaluation and head of department / division revised of the requirements stated in the school quality improvement plan to be used as a framework for setting the guidelines within March.	1. The appointment of the committee for a review of the evaluation 2. The school educational quality development plan.
	1. Director 2. Committee for a review of the evaluation	1. To conduct a meeting of the assessment committee for a review of the evaluation, to analyze the educational standards and indicators and plan to collect data according to indicators, planning, guidelines, analysis of evaluation results of all indicators, plan to summarize and guidelines to write report within the first week of April 2. To propose and to be approved by director.	1. Educational quality standards of the Office of Special Bureau, the Office of Basic Education Commission, Ministry of Education

Table 12: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Committee for a review of the evaluation	1. The committee for a review of the evaluation designed an evaluation tool, design a record form of the evaluation information adapting to the improvement and development. To publish as a practice manual for evaluating both for the improvement and for a review to complete 1 week before the semester opened. 2. To set up a calendar of operations, supervision, monitoring and following-up the educational quality development plan.	1. Educational quality standards of the Office of Special Bureau, the Office of Basic Education Commission, Ministry of Education 2. Manual of evaluation
	1. Committee for a review of the evaluation 2. Heads of department / division 3. Teachers 4. School personnel	1. Committee for a review of the evaluation conducted a meeting to inform all relevant persons to understand the principles of evaluation and practice guidelines for improvement and development, and the operations of the committee for a review of the evaluation within June.	1. Educational quality standards of the Office of Special Bureau, the Office of Basic Education Commission, Ministry of Education
	1. Operational personnel	1. Committee for a review of the evaluation	1. SAR 2. Manual of evaluation

Table 12: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Deputy director 2. Supervision committee	1. Personnel performed their duties according to their self-assessment and recorded the results of the assessment as the evidence and adopted the evaluation results to be improved and recorded the data as the evidence. 2. To report on the operational results respectively.	
	1. Committee for a review of the evaluation	1. The committee for a review of the evaluation encouraged periodic work to support teachers and personnel to do the self-evaluation, to analyze the evaluation results and to give some suggestions for improvement. 2. To conduct a meeting to summarize the results by adhering to the criteria set out in the school educational standards at the end of the semester and at the end of the academic year.	1. Self-Assessment Report (SAR)

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Table 13: Input : academic function in terms of the inclusive management

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.10 The inclusive management	1. Regular students 2. Inclusive students 3. Teachers and teachers for additional courses 4. School administrator	1. To prepare learners and relevant persons (S: Students) 1.1 To inform students of regular schools in order to make an understanding and accepting friends who were the visually impaired students and willing to assist. 1.2 To practice life skills such as the creative skills for familiarity with the environment and movement for the visually impaired students.	1. A manual of the inclusive educational management 2. Activities/ projects for he inclusive educational management 3. An action plan
	1. School administrator 2. Head of building division 3. Teachers for additional courses 4. Teachers and other personnel 5. Parents of regular students 6. Workers and janitors	2. To prepare school environment for inclusive educational management (E: Environment) 2.1 To improve the environment in terms of the building sites both internal and external building according to the standard criteria 2.2 To inform and make an understanding with the relevant persons concerning the environment of the visually impaired students such as parents, teachers, personnel in the inclusive school.	1. An action plan 2. Authentic evidence in terms of environment 3. School information

Table 13: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. School administrator 2. Head of academic section 3. Teachers 4. Teachers for additional courses 5. Students	3. To provide activity management (A: Activities) 3.1 To conduct the curriculum management based on the learners' needs. 3.2 To prepare the Individualized Education Program (IEP) 3.3 To prepare the Individual Implementation Plan (IIP) 3.4 To check the education of students concerning academic, behavior, physical, further sending, and evaluate the students' progress. 4. Tools for inclusive management (T: Tools) 4.1 To define directions of policy and inclusive management clearly. 4.2 To purchase and to procure technology, facilities for the visually impaired students to access the 4.3 To provide teachers for special education and additional courses.knowledge easily.	1. School curriculum 2. Lesson plans 3. Individualized Education Program (IEP) 4. A report of learners' learning development

Table 13: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. School administrator 2. Teachers 3. Teachers for additional courses		1. A school quality development plan 2. An annual action plan 3. A lesson plan for additional courses 4. Authentic evidence of data and documents

Table 14: Input : academic function in terms of the remedial teaching

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.11 Remedial teaching	2. Head of academic section 3. Teachers for additional courses 4. Volunteers	1. The academic section surveyed the student requirement of learning in the additional courses. (Specific of inclusive students) 2. The academic section summarized and reported the student requirement to director.	1. An action plan 2. School information 3. A summary report of activities/ projects
	1. School administrator 2. Head of academic section	1. The administrators conducted a meeting to inform teachers and personnel to be responsible with the additional courses. 2. The administrators appointed the teachers and personnel to be responsible with the additional courses. 3. To publish to volunteers as the university students or persons who were interested in.	1. The school appointment 2. The volunteer data of the school information

Table 14: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of academic section 2. Teachers for additional courses 3. Volunteers	- To provide the additional courses at 6.00-8.00 p.m. Mondays- Thursdays of the week.	1. Authentic evidence 2. A summary report from academic administration section
	1. School administrator 2. Head of academic section	- To supervise, monitor, and follow-up the additional courses	1. A summary report from academic administration section
	1. Head of academic section 2. Teachers for additional courses 3. Volunteers	- To summarize the operational results to administrators at the end of every month.	- A summary report of activities/ projects from academic administration section

Table 15: Input : academic function in terms of the career instructional management and earning income during learning

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.12 Career instructional management and earning income during learning	1. Head of academic section 2. Teachers for career courses 3. Students	1. Head of academic section surveyed the student requirement of learning career courses at the first week of the first semester. 2. To propose the survey results to administrator to approve the operations.	1. Survey form. 2. A report of summary results

Table 15: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of academic administration section 2. Teachers for career courses	1. To conduct a meeting to inform teachers to plan for the career courses. 2. To appoint the assignment to the responsible persons for teaching the career courses. 3. To collaborate educational network both government and private sectors to participate in teaching career courses 4. To survey the readiness of building, areas, aptitude of teachers and personnel.	1. The appointment teachers for the career courses 2. Publish to educational network
	1. Head of academic section 2. Teachers for career courses 3. Students	1. To provide the career courses in the period of moderate class, more knowledge activity. 2. To provide the cooperative shop concerning selling the career production.	1. An action plan 2. A lesson plan for career activities 3. A summary report of operating career teaching
	1. Head of academic section 2. Teachers for career courses	1. To appoint the instructional supervision committee to monitor and follow-up the results of career teaching	1. The appointment the instructional supervision committee 2. A summary report of supervision in career teaching.
	1. Head of academic section 2. Teachers for career courses	To summarize the operational results of career teaching.	1. A summary report of the operational results of career teaching. 2. A report of the annual operation results (SAR)

Table 16: Input : academic function in terms of the student rehabilitation

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.13 Student rehabilitation	1. School director	- To appoint committee for student rehabilitation before the school was opened.	1. The appointment the administrative committee according to school structure 2. MOU (Memorandum of Understanding)
	1. Academic and instruction section 2. Committee of the student rehabilitation	- To conduct a committee meeting in order to plan for projects and activities to define the operations of the student rehabilitation before the school was opened.	1. A meeting record 2. Project
	Committee of the student rehabilitation	1. To provide the rehabilitation activities by the occupational therapy throughout the academic year. 2. To supply the equipment for the student rehabilitation	1. Time table for the service of the student rehabilitation 2. Documents for purchasing and supplying the equipment
	1. School director 2. School deputy director 3. Head of academic administration section	1. Head of academic administration section and the committee of the student rehabilitation conducted a meeting to accept the results of supervising, monitoring and evaluating the operation on a periodic continuously and collaborating to solve problems or impairments, the learning exchange to improve the operational development throughout the academic year.	1. A report of learners' development 2. A summary result of the operation of the student rehabilitation

Table 16: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
		2. The committee of the student rehabilitation summarized the operational results to propose the head of academic administration section, deputy director, and director to accept the operation results once per semester.	

Table 17: Input : academic function in terms of the learner development activities

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.14 Learner development activities	1. Director 2. Head of academic administration section 3. Head of the learner development activities division	1. Head of academic administration section and head of the learner development activities division collected planning data to appoint committee. 2. The director appointed committee of the learner development activities	- The appointment the personnel for the learner development activities
	1. Head of the learner development activities division	1. To provide a meeting for the preparation of action plan for the learner development activities. 2. To share responsibility in duties according to the action plan in order to appoint committee.	- Courses of the learner development activities
	1. Head of academic administration section	1. Teachers and relevant personnel operated the learner development activities throughout the academic year.	- A record of activities for social and public interest - A record of activity club

Table 17: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	2. Head of the learner development activities division 3. Teachers and relevant personnel 4. Students	2. Head of the learner development activities division supervised, monitored, and followed-up the operation in accordance with the action plan. 3. Head of academic administration section supervised, monitored, and followed-up the operations.	- A lesson plan of boy scout and junior red cross
	1. Director 2. Head of academic administration section 3. Head of the learner development activities division 4. Teachers and relevant personnel 5. Students	1. Students conducted self-assessment and participatory activities 2. Teachers and relevant personnel evaluated activity management. 3. Head of the learner development activities division 4. Head of academic administration section supervised, monitored, and followed-up the operational evaluation of personnel to accept the operational results and reported to director. 5. The director followed-up the operational results and gave some recommendations in operating activities and accepted the operational results. 6. Committee of the learner development activities collaborated the solution guidelines and to develop the operations.	- An evaluation form and a summary results of learner development activities

Table 18: Input : academic function in terms of the network development to promote the effectiveness of education management

Input factors	Responsible person (s)	Operational methods /duration	Related documents
1.15 Network development to promote the effectiveness of education management	1. School director 2. Head of division	- To appoint committee of the network development to promote the effectiveness of education management	- The appointment of committee
	- Committee of the educational network development	- To conduct a meeting the relevant personnel of student activity management. - To conduct activities by the determined date.	1. A meeting report 2. A meeting record
	1. Relevant persons 2. Students 3. Committee of the educational network development	- To conduct activities in accordance with the approval.	1. An appointment 2. Pictures
	1. Relevant persons 2. Students 3. Committee of the educational network development	1. To fill the form of activity management. 2. To collect data.	- An activity evaluation form
	1. Relevant persons 2. Students 3. Committee of the educational network development	1. To collect data from the evaluation of activity management. 2. To collect problems in activity management and guidance and solution guidelines.	- A result summary form of activity management
	- Committee of the educational network development	1. To report the activity management. 2. To propose problems and solutions.	- A result summary form of the operations

Table 19: Input : academic supportive function in terms of the personnel administration

Input factors	Responsible person (s)	Operational methods /duration	Related documents
2.1 Personnel administration section	1. School director 2. Head of personnel administration section 3. Heads of divisions in administration section	1. To assign the responsibility to personnel in accordance with the determined roles and duties.	1. The regulation of temporary employee.
	1. The regulation of temporary employee.	1. To develop personnel in a variety of methods. 2. To give morale in operations.	1. The official appointment 2. Pictures
	1. Head of personnel administration section 2. Heads of divisions in personnel administration section	1. To supervise, monitor, and follow-up the operational results.	1. A supervision form 2. A report of operational results
	1. Head of general administration section 2. Heads of divisions in personnel administration section	1. To summarize and report the operations once per semester, twice a year.	1. A report of operational results

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Table 20: Input : academic supportive function in terms of the plan and budget Administration

Input factors	Responsible person (s)	Operational methods /duration	Related documents
2.2 Plan and budget administration	1. School director 2. Head of plan and budget administration section 3. Heads of divisions in plan and budget administration section	1. To plan / prepare a manual of section administration / regulation / task guidelines before school was opened 1 week. 2. To collaborate all sectors in order to prepare information. 3. To appoint teachers and personnel to be responsible in plan and budget administration section.	1. A manual of administration section. 2. The appointment of personnel
	1. Head of plan and budget administration section 2. Heads of divisions in plan and budget administration section	1. To organize activities/projects of plan and budget administration section in accordance with policy, activities and procedures in accordance with school internal assurance (PDCA). 2. To supervise, monitor, follow-up the operations of activities / projects. 3. To evaluate the operational results in accordance with activities / projects to define in section.	1. A manual of administration section. 2. The appointment of personnel 3. An operational plan of section 4. An annual action plan 5. A report of the operations

Table 21: Input : academic supportive function in terms of the general administration

Input factors	Responsible person (s)	Operational methods /duration	Related documents
2.3 General administration	1. School director 2. Head of general administration section 3. Heads of divisions in general administration section	1. To plan / prepare a manual of section administration / regulation / task guidelines before school was opened 1 week. 2. To collaborate all sectors in order to prepare information. 3. To appoint teachers and personnel to be responsible in general administration section	1. The appointment of personnel 2. A manual of general administration section 3. Information 4. An annual action plan
	1. Head of general administration section 2. Heads of divisions in general administration section	1. To organize activities/projects of general administration section in accordance with policy, activities and procedures in accordance with school internal assurance (PDCA). 2. To supervise, monitor, follow-up the operations of activities / projects. 3. To evaluate the operational results of activities / projects to define in section.	1. An annual action plan 2. A report of operational results 3. An annual report of educational management results (SAR)
	1. Head of general administration section 2. Heads of divisions in general administration section	1. To summarize and report the operations.	1. A report of activities / projects management results 2. An annual report of educational management results (SAR)

Table 22: Input : academic supportive function in terms of the student affairs

Administration

Input factors	Responsible person (s)	Operational methods /duration	Related documents
2.4 Student affairs	1. School director 2. Head of student affairs administration section 3. Heads of divisions in student affairs administration section 4. Teachers in the boarding school	1. To plan / prepare a manual of section administration / regulation / task guidelines before school was opened 1 week. 2. To collaborate all sectors in order to prepare information. 3. To appoint teachers and personnel to be responsible in student affairs administration section.	1. The appointment of personnel 2. A manual of student affairs administration section 3. Information 4. An annual action plan
	1. Head of student affairs administration section 2. Heads of activities / sports / boarding school / learner development activities / democratic promotion / prevent and drug solution divisions	1. To organize activities of student affairs administration section in accordance with policy, activities and procedures in accordance with school internal assurance (PDCA).	1. The appointment of personnel 2. A manual of student affairs administration section 3. Information 4. An annual action plan
	1. Head of student affairs administration section 2. Heads of divisions	1. To supervise, monitor, follow-up the operations of personnel in student affairs administration section	1. A student manual 2. A manual dormitory 3. The school appointment
	1. Head of student affairs administration section 2. Heads of divisions 3. Students	1. To evaluate the operational results in accordance with activities / projects to define in student affairs administration section.	1. Information of student affairs administration section 2. A summary results of activities / projects

Table 22: (Continued)

Input factors	Responsible person (s)	Operational methods /duration	Related documents
	1. Head of student affairs administration section 2. Heads of divisions 3. Students	1. To summarize and report the operational results.	1. Information of student affairs administration section 2. A summary results of activities / projects 2. An annual report (SAR)

The second component: Process

The process of the effective school administration model for the visually impaired persons consisted of 5 steps as follows: 1) Planning (P), 2) Organizing (O), 3) Staffing (S), 4) Directing (D), 5) Controlling (C) including Motivation (M) was a mechanism to drive as shown in Table 23

Table 23: Process: Responsible person (s), operational methods, indicators, goals, related documents

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
1. Planning (P)	1. Basic school board committee 2. School director 3. Academic administration 4. Personnel administration	1. To define a wide vision. 2. To define mission covering a scope of working. 3. To prepare an educational quality development plan based on the participation.	1. There was a school vision and mission. 2. There was a school educational quality development plan. 3. There was a school annual action plan.	1. A school vision was wide and to be enable for implementation 2. A school mission was clear, can be used to achieve the goal. 3. An educational quality development plan based on	1. An educational quality development plan 2. An annual action plan

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
	5. Plan and budget administration 6. General administration 7. Student Affairs administration 8. Teachers and personnel	4. To prepare an annual action plan		all sectors' participation. 4. An annual action plan covered all project activities of all work.	
2. Organizing (O)	1. Basic school board committee 2. School director 3. Academic administration 4. Personnel administration 5. Plan and budget administration 6. General administration 7. Student affairs administration	1. To prepare an organizational structure in accordance with school context that provided educational management for the visually impaired persons. 2. To define a scope main functions and supportive functions.	1. There was a organizational structure for school. 2. There were administrative manuals for divisions. 3. There were operational standards for divisions. 4. There was a plan to prepare instructional media and educational technology.	1. A organizational structure in accordance with school context and covering functions. 2. Administrative manuals for all divisions. 3. Operational standards for all divisions 4. Learning resources and building sites adequately and appropriately for learning development.	1. An organizational structure 2. A manual of operations 3. An operational standards for all divisions 4. Authentic evidence of instructional media and educational technology 5. Authentic evidence of the learning resources and building sites

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
	8. Teachers and personnel	3. To prepare learning resources and building sites adequately and appropriately. 4. To prepare instructional media and educational technology.	5. There was the provision and development the learning resources and building sites.	5. A variety of building sites were suitable with learning.	
3. Staffing (S)	1. Basic school board committee 2. School director 3. Personnel administration	1. To select / recruit personnel in accordance with functional position for the visually impaired persons. 2. To define roles and duties in accordance with functions of educational management for the visually impaired persons. 3. To develop personnel. 4. To build teamwork based on the participation.	1. There was the basic school board committee by the law determination. 2. There were teachers and educational personnel in accordance with the criteria of the Teacher Civil Service and Educational Personnel Commission (TPEC).	1. The basic school board had characteristics of the school determination 2. The teachers and school personnel had knowledge and had characteristics the school determination. 3. The teachers and school personnel were developed at least 20 hours per year.	1. School information 2. Registration and biology of teachers and school personnel 3. Operational standards of personnel administration section 4. A personal summary report (SAR)

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
			<p>3. The teachers and school personnel were developed.</p> <p>4. The teachers and school personnel worked in teamwork.</p>	<p>4. The teachers and school personnel worked as leader team, working team, and collaborative team.</p>	
<p>4. Directing (D)</p>	<p>1. School director</p> <p>2. General administration</p> <p>3. Teachers and school personnel</p>	<p>1. To collaborate the relations of internal and external school in publish, leaflet, radio online.</p> <p>2. To build learning organization by exchanging both inside and outside the school.</p> <p>3. To create educational network by collaborative agreement.</p>	<p>1. There was communication within organization both horizon and vertical as well as formal and informal.</p> <p>2. There was the learning exchange between the teachers and school personnel.</p> <p>3. There was the learning exchange of the educational agencies and educational institutions.</p>	<p>1. School personnel received data and information correctly, the data and information was collaborated entirely and the same direction.</p> <p>2. The school personnel had the learning exchange within school and among schools.</p>	<p>1. A school journal</p> <p>2. A meeting note</p> <p>3. A school appointment</p> <p>4. A visitor note</p> <p>5. A personal summary report (SAR)</p>

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
				3. The school director could lead school to achieve goals.	
5. Controlling (C)	1. School director 2. Academic administration 3. Personnel administration 4. Plan and budget administration 5. General administration 6. Student affairs administration	1. To supervise, monitor, follow-up, and give some suggestions. 2. To report an operational result. 3. To improve and task development.	1. There were supervision, monitoring, following-up activities / projects of all divisions 2. There was a report summary the operations of activities / projects of all divisions result. 3. There was a solution leading to improve and to develop.	1. Tasks and activities / projects in each division were supervised from the responsible persons 90 percent. 2. To summarize activities / projects after the end of the operations 90 percent. 3. The supervision results were leading to solve the problems and development.	1. A supervision note 2. A summary report of activities / projects 3. An educational quality development plan 4. An annual action plan

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
<p>6. Motivation (M) 6.1 Welfare. 6.2 Compensation. 6.3 Promotion. 6.4 Promote self-development. 6.5 Study visit both in the country and foreign countries.</p>	<p>1. School director 2. Personnel administration</p>	<p>6.1 To provide free food and medical care. 6.2 The compensation / promotion was as considering by the performance fairly. 3. To provide teachers to be developed in all forms and thoroughly at least 20 hours per year per person. 3. To provide the study visit both in the country and foreign countries at least once a year.</p>	<p>1. The job satisfaction of personnel. 2. Statistics of personnel resignation / relocation 3. Teachers and personnel had been developed at a higher academic standing.</p>	<p>1. Ninety percent of teachers and personnel satisfied in performance 2. Not more than 5 percent of personnel resigned and relocation. 3. Personnel had been developed at a higher academic standing 100 percent.</p>	<p>1. A job satisfaction form 2. A statistics of performance 3. A biology form (ภพ. 7) 4. A summary report of activities / projects</p>

The third component: Output

The output or outcomes of the effective school administration model for the visually impaired persons were as follows.

3.1 Educational opportunity: Opportunities and equality in education for the visually impaired persons:

1) Basic educational opportunities and equality: The visually impaired persons received the opportunities and equality in basic education.

2) Higher Educational Opportunities: The visually impaired persons who graduated the basic education to be able to enter the higher education both in the public and private universities.

3) Career opportunities: The visually impaired persons who had completed basic or higher education to have the career opportunities to work both in the institutions or establishment.

The evaluation method was as shown in Table 24

Table 24: Output: Operational methods, indicators, goals, related documents

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>1. Educational opportunity: Opportunities and equality in education for the visually impaired persons:</p> <p>1.1 Basic educational opportunities and equality: The visually impaired persons received the opportunities</p>	<p>1. To verify the quality of plan / projects and job calendar according to policy and strategy to promote and support the educational opportunity for the visually impaired persons</p>	<p>1. The percentage of operational achievements of plan / projects:</p> <p>1.1 Students were developed the quality learning skills according to learning standards stipulated in curriculum and self – identity.</p>	<p>1. The visually impaired students received the educational services in a variety of model based on individual potential.</p> <p>2. The visually impaired students had Individual Education Plan (IEP) and to be developed in</p>	<p>1. A summary report of learners' basic quality development</p> <p>2. A summary report of enhancing learning achievements</p> <p>3. A summary report of educational management according to Individual Education Plan</p>

Table 24: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>and equality: The visually impaired persons received the opportunities and equality in basic education.</p> <p>1.2 Higher Educational Opportunities: The visually impaired persons who graduated the basic education to be able to enter the higher education both in the public and private universities.</p> <p>1.3 Career opportunities: The visually impaired persons who had completed basic or higher education to have the career opportunities to work both in the institutions or establishment.</p>	<p>2. To interview school personnel and relevant persons.</p> <p>3. To observe.</p> <p>4. To examine related documents and evidences.</p>	<p>1.2 Students were developed the potential according to Individual Education Plan (IEP) with a variety of models and methods.</p> <p>1.3 Students were cared and assisted in accordance with the special needs.</p>	<p>accordance with the individual special needs.</p>	<p>(IEP)</p> <p>4. A summary report of academic potential (Science-math camp, English camp)</p> <p>5. A summary report of promoting the excellence of music and sports</p> <p>6. A summary report of educational management for employment.</p> <p>7. A annual report (SAR)</p>

3.2 Quality of learners: Quality of learners of the educational institutions for the visually impaired persons.

1) Students had good quality of life with the physical, mental and intellectual readiness.

2) Students had moral principles and emotional maturity to be able to face the problems and events of the global changing.

3) Students had knowledge and life skills, career skills for the conduct of self-serving in the future.

4) Students were able to rely on themselves without the burden of family, society, community.

The evaluation method was as shown in Table 25

Table 25: Output

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>2. Quality of learners: Quality of learners of the educational institutions for the visually impaired persons.</p> <p>2.1 Students had good quality of life with the physical, mental and intellectual readiness.</p>	<p>1. To interview school personnel and relevant persons.</p> <p>2. To observe the students characteristics (An expression)</p> <p>3. To examine documents and related</p> <p>4. To examine authentic evidences such as student awards, student certificates.</p>	<p>1. The percentage of students were developed and the quality evaluation results:</p> <p>1.1 Students were physical health and social psychosocial characteristics in accordance with disability.</p> <p>1.2 Students were evaluation in terms of morality and ethics.</p>	<p>1. Students had academic achievement passed the criteria determined by the institution.</p> <p>2. Students had physical health assessment according to the standards of Ministry of Public Health.</p> <p>3. Students lived together in the boarding school with happiness and assist one</p>	<p>1. A summary report of learners' moral and ethical development towards civil state school</p> <p>2. A summary report of desirable characteristics</p> <p>3. A summary report of health operations</p> <p>4. A summary report of care and support student system desirable characteristics</p>

Table 25: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>2.2 Students had moral principles and emotional maturity to be able to face the problems and events of the global changing.</p> <p>2.3 Students had knowledge and life skills, career skills for the conduct of self-serving in the future.</p> <p>2.4 Students were able to rely on themselves without the burden of family, society, community.</p>		<p>1.3 Students had been promoting life skills and had the ability to adjust to be able to live with others in society.</p> <p>1.4 Students were developed to find out their aptitudes and their abilities to conduct their careers.</p> <p>1.5 Graduated students could be employed for income to raise themselves.</p> <p>2. Awards, certificates students received.</p>	<p>another.</p> <p>4. Students received awards, certificate in terms of academic, music, sports in regional and National level.</p> <p>5. Students could earn a living by themselves.</p>	<p>5. A summary report of promoting the excellence in terms of music, sports</p> <p>6. A summary report of educational management for employment.</p> <p>7. A annual report (SAR)</p>

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3.3 Efficiency of educational administration: The efficiency of educational administration for the visually impaired persons:

1) Schools were learning centers for the visually impaired persons and educational standards.

2) Schools had the learning exchange between educational network and share using save resources and maximal benefit.

3) There were the network parties of community, social, parents sectors to participate in educational quality development of the educational institutions.

The evaluation method was as shown in Table 26

Table 26: Output

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>3. Efficiency of educational administration: The efficiency of educational administration for the visually impaired persons: 3.1 Schools were learning centers for the visually impaired persons and educational standards.</p>	<p>1. To interview school personnel and relevant persons. 2. To observe the students characteristics (An expression) 3. To examine documents and related 4. To examine authentic evidences such as student awards, student certificates.</p>	<p>1. The numbers of the school has been visited, studied, learning exchanged learning from both government and private sectors in the country and from the foreign countries. 2. The level of success of school administration in the school year round.</p>	<p>1. School received awards both in the regional and national level. 2. School had been learning centers in terms of educational management for the visually impaired persons.</p>	<p>1. A appointment of a committee team 2. A MOU note of educational management network 3. An evaluation report of educational quality. 4. School certificates, trophy awards 5. A visitor note 6. School information</p>

Table 26: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
<p>3.2 Schools had the learning exchange between educational network and share using save resources and maximal benefit.</p> <p>3.3 There were the network parties of community, social, parents sectors to participate in educational quality development of the educational institutions.</p>				

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The fifth component: Guidelines for model evaluation: The evaluation guidelines of the effective school management model for visually impaired people were evaluated in four aspects: 1) accuracy and comprehensive evaluation of the model, 2) evaluation of the model suitability, 3) the model feasibility, 4) Evaluate the benefit of the model. The specifications of the model evaluation were shown as follows.

5.1 Methods and tools for evaluating the effective school administration model for the visually impaired persons in terms of accuracy, covering, and suitability of the model by using the focus group discussion group (Focus Group Discussion: FDG) of the experts. The tools used in the evaluation included: A model drafting and manual for the effective school administration model for the visually impaired persons and to analyze the data by the content analysis according to the consensus.

5.2 Methods and tools for evaluating the effective school administration model for the visually impaired persons in terms of the model feasibility and suitability by connoisseurship. The tools used in this study consisted of: 1) an effective school administration model for the visually impaired persons, 2) a 5-level rating scales. The data were analyzed by mean and standard deviation as follows:

The average scores of 4.51 - 5.00 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at the highest level.

The average scores of 3.51 - 4.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a high level.

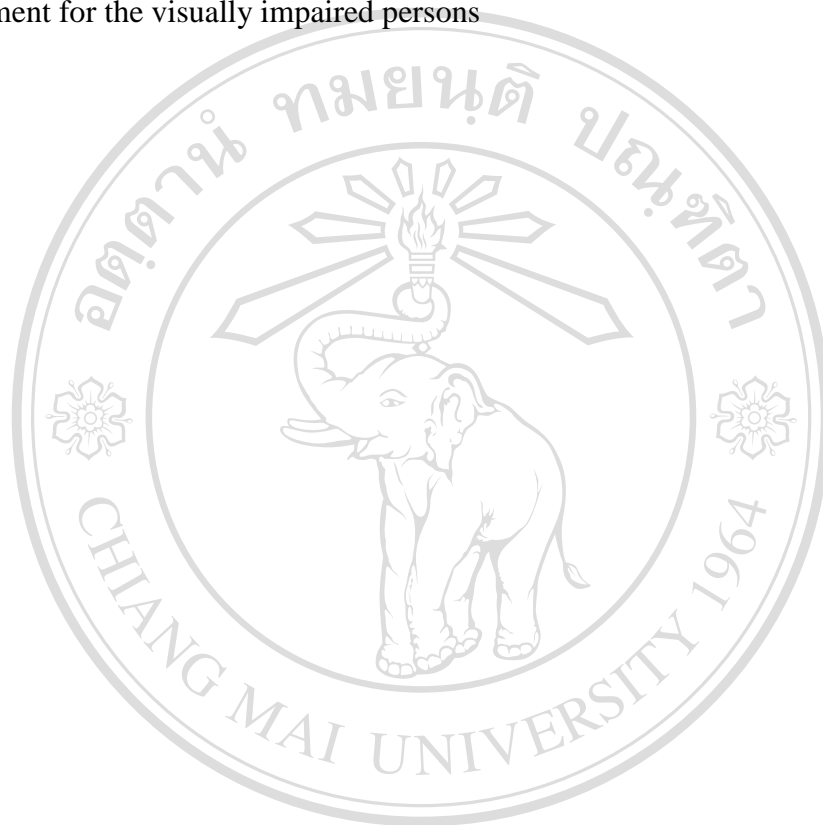
The average scores of 2.51 - 3.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a moderate level.

The average scores of 1.51 - 2.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at a low level.

The average scores of 1.00 - 1.50 indicates that the feasibility or benefit of the effective school administration model for the visually impaired persons was at the lowest level.

The sixth component: Conditions for achievements composed of:

- 1) Laws and policies of government in supporting the educational management for the visually impaired persons
- 2) Leadership of school administrators provided educational management for the visually impaired persons



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CURRICULUM VITAE

Name-Surname Mr.Pramuan Ploykamonchun
Date of birth 23 November, 1961.
Education 1992, Bachelor of Business Administration, Sukhothai
Thammathirat Open University.
2001, Master Degree of Education, Educational administration,
Chiang Mai University.

Experienced

Current Position School director, academic standing of Expert in Northern
School for the Blind Under the Patronage, of the Queen
Chiang Mai.
2005 School director, academic standing of Specialist in
Phitsanulokpunyanukul school, Phitsanulok.
2004 Deputy Director of the school, academic standing of
Proficient in Kavali Anukul School, Chiang Mai.
2003 Deputy Director of the school, academic standing of
Proficient in Tungmahamek Audiology School, Bangkok.



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