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

ghts reserved

5. Assist.Dr. Junya Chuenkasem Instructor in Faculty of Education,

Rajabhat Suan Dusit University Bangkok
by Chiang Mai University

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

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 The director- Academic standing of 4. Mrs. Anong Netthip 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

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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	\neg
☐ Male ☐ Female	
i viaic i i cinaic	
2. Current position	
☐ Administrators ☐ Deputy administrators	
☐ Teachers ☐ Basic school board committee	
3. Age ☐ Less than 30 years ☐ 31 – 40 years	
$\Box 41 - 51 \text{ years} \qquad \Box \text{ More than } 51 \text{ years}$	
4. Highest education	
☐ Bachelor degree	
☐ Master degree	
5. Experiences for the visually impaired persons.	
\square Less than 5 years \square 6 – 10 years	
\square 11 – 15 years \square More than 15 years	
200	
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.)r
The average scores between 4:20 to 5:00 means the practice / practical at a at highest level	the
The average scores between 3:40 to 4:19 means the practice / practical at a h	igh
level 7 The average scores between 2.60 to 3.39 means the practice / practical a	ıt a
moderate level	
The average scores between 1.80 to 2.59 means the practice / practical at a l	ow
level	
The average scores between 1.00 to 1.79 means the practice / practical at	the

lowest level.

	List of current conditions	Pra	ctice/	Practi	cal Le	vel
	List of current conditions	5	4	3	2	1
1. Acaden	nic 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.	501				
1.7	Development of learning resources		3			
1.8	Supervision, monitoring and evaluation					
1.9	Quality educational assurance		806			
1.10	Research for students' quality development.					
	Total					
2. Personi	nel administration		50			
2.1	Positional planning.	7				
2.2	Preparation of personnel to work	4				
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.	3		K1		
2.7	The welfare and promotion of morale)			
2.8	Administration by personnel teamwork	JNI	vers	SITY		
2.9	Encouraging teachers and self-conduct. Controlling, monitoring, following-up and supervision.	er	V	e d		
	Total					

	T ' (C) 1''.	Pra	ctice/	Practi	cal Le	evel
	List of current conditions	5	4	3	2	1
3. Planni	ng 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	00				
3.7	The preparation of educational quality development plan.		63			
3.8	The preparation of annual action plan.					
3.9	Operational supervision and monitoring.		-372			
3.10	Summary of operational activities.		205			
	Total		7			
4. Gener	al administration	/ (9/	/		
4.1	Administration of general and document.	1	y' //			
4.2	Public relations and publishing.	7				
4.3	The building management and development of the facilities.					
4.4	Network and information system development.					
4.5	Development of audiovisual system.		.7	171		
4.6	Implementation of the Royal Projects.	שט	Ul	ni	J	
4.7	Implementation of the project activities to create.	Uni	iver	sity	/	
4.8	Safeguard appointment.	e r	V	e (
4.9	Educational services to the society.					
4.10	Leading the learners for the visually impaired persons.					
	Total					

	school administration for the visually impaired persons
2) Obstacle (s)	
3.2 Personnel 1) Problem (s)	
2) Obstacle (s)	MAIG MAI
3.3 General 1) Problem (s)	
2) Obstacle (s)	
3.4 Plan and Budget 1) Problem (s)	
2) Obstacle (s)	
	AT INVER
3.5 Student affairs 1) Problem (s)	าจิทยาลัยเชียอใหม่
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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:
School Name:
Interviewed 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 timeFinished time
Interviewed issues:

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 ghts reserved 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 \checkmark in \Box 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 level								
Evaluation lists		Feasibility			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 recommendat	ions: (If you have)		
	minni		
30%	(3-	30%	
5.65		-5.05	••••

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 level						
Evaluation lists	Feasibility		F	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)		9		W		

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									
3.1 Input: Personnel		Fea	sibi	ility	•		В	ene	fit	
or input reisonner	5	4	3	2	1	5	4	3	2	1

- 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:
- 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 recommen	4/2	N 33 EN	/ A	
		COC		

Part 3: (Continued)

Evaluation lists	Evaluation level									
3.1 Input: Personnel	Feasibility					Benefit				
5.1 Input. I ersonner	5	4	3	2	1	5	4	3	2	1

- 3.1.2 **School administrators:** the characteristics of the school administrators provided the education for the visually impaired persons were as follows:
- 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)

.....

Part 3: (Continued)

Evaluation lists	Evaluation level									
3.1 Input: Personnel		Fea	sibi	ility	•	Benefit				
	5	4	3	2	1	5	4	3	2	1

- 3.1.3 **Teachers:** the characteristics of the teachers provided the education for the visually impaired persons were as follows:
- 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.
- 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.
- 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.
- 4) To be able to cooperate the relationship with the educational network of the society and community very well.
- 5) To have skills in using learning media and technology involved with the visually impaired persons.

Further	recomm	endations:	(If you	have)
----------------	--------	------------	---------	-------

Part 3: (Continued)

Evaluation lists	Evaluation level						
2.1 Innut: Pousanuel	Feasibility Benefit						
3.1 Input: Personnel	5 4 3 2 1 5 4 3 2 1						

- 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:
- 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.
- 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.
- 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.
- 4) To be able to cooperate the relationship with the educational network of the society and community very well.
- 5) To have skills in using learning media and technology involved with the visually impaired persons.

Further recommendations (If you have)											
Further recommendations: (If you have)											
Part 3: (Continued)											
Evaluation lists	Evaluation level										
3.1 Input: Instructional media and		Fea	sib	ility	Bene	fit					
educational technology	5	4	3	2 1	5 4 3	2 1					
3.1.5 Instructional media and educational techn	olog	gy:	lists	of the	basic						
instructional media and educational technology that	t th	e sc	hoo	ol shoul	d provide f	or the					
visually impaired persons included as follows:	9										
1) computer with sound synthesis,		18									
2) media printed for the visually impaired p	ersc	ons,	8	0.00							
3) media materials for the visually impaired	l pe	rsor	ıs,	3" 							
4) electronic media for the visually impaire	d pe	erso	ns,	(O)							
5) audiovisual media for the visually impair				5,							
6) activity media for the visually impaired p	pers	ons	,		\\						
7) contextual media for the visually impaire	ed p	erso	ons,	30%	-						
8) Braille printer, and				50							
9) convex photo printer for the visually imp	oaire	ed p	erso	ons,	¹						
				(2)							
Further recommendations: (If you have)				0	//						
				,,,,							
			A								
0.00			.,								
		<u>. ر</u>	/.,								
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2 2 2	7			01.0	7						

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Part 3: (Continued)

Evaluation lists					E	va	lu	at	ion	le	·V	el		
3.1 Input: Learning resources and building		Fea	as	ił	oil	it	y				В		efit	
sites	5	4		3		2		1	5	4	4	3	2	1
3.1.6 Learning resources and building sites: lists	of	the	le	ea	ırn	iin	ıg	re	sou	ırc	es	ar	ıd	
building sites that the school should provide for the	vis	sual	lly	y	im	ıpa	air	ec	d pe	ers	or	ıs		
included as follows:														
1) audio library,														
2) computer laboratory,	9	/5												
3) scientific laboratory,		6	3	3		/								
4) math laboratory,														
5) foreign language laboratory,						9)	M					
6) Thai music laboratory,		7				1			11					
7) International music laboratory,					١	C	N.	2	,					
8) home economics laboratory,	\					7	2		<u>י</u>					
9) life skills training room,							A							
10) ethical training room,							Ŏ		//					
11) professional museum room,				. 1		7								
12) media room for the visually impaired po	ersc	ns,			Y									
13) Thai massage practice room,	R	5)	, '											
14) career resources within the school,														
15) physical rehabilitation and occupational	the	erap	у	f	ac	il	iti	es	,					
16) media production room,	9		Ž	K	S		f		ſì	1		ì		
17) global stadium,				,		"	U							
(18) swimming pool, and	1a		l	J	n	Ì	V	e	rs	it	У			
△ 19) students' dormitory.	2	S	e	1		r	١	/	e	1	0			
0														

Further recommendations: (I	f you have)

Part 3: (Continued)

Evaluation lists	Evalua	tion level
3.1 Input: Administrative functions	Feasibility	Benefit
- Impat. Manimistrative functions	5 4 3 2 1	5 4 3 2 1
3.1.7 School administrative functions: the scope	of the school adm	inistration for the
visually impaired persons was divided into 2 func	ctions as follows:	1. Main function:
academic administration and 2. Supporting function	n: academic supp	orting included as
follows:		
1. Main function: academic administration consi	isted of:	
1) school curriculum development,	48	
2) developing of learning process managem	nent,	
3) measurement, evaluation and transfer of	learning outcome	s,
4) research for quality improvement,	\\%	
5) media, innovation, and educational technology	nology developme	nt,
6) library and learning resources development	ent,	
7) Supervision, monitoring, following-u	p and evaluation	of educational
management,		
8) educational guidance and social welfare,	1 / 2	
9) educational quality assurance,	6/9	
10) inclusive education,	A	
11) remedial teaching,		
12) career teaching and work part time,	RS	
13) student rehabilitation,		
14) learner development activities,		
15) network development to promote management.	the effectivene	ss of education
	ngisted of Associa	na na fallowa
2. Supporting function: academic supporting con	distribution 4 section	us as follows:
2. Supporting function: academic supporting con1) personnel administration,	usisted of 4 section	ns as follows:

mmendations:	(If you have)		

3) general administration,

4) student affairs administration.

Part 3: (Continued)

Evaluation lists	Evaluation level									
3.2 Process: the effective school administration	Feasibility				,	Benefit				
for the visually impaired persons	5	4	3	2	1	5	4	3	2	1

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)									
//_9`/			•••••						
		55							
	(9)								
	Juliunia Propinsi Pro	7 1							
308	(3/23)	30E							
	7	-570.2							

Part 3: (Continued)

Evaluation lists	Evaluation level									
3.2 Process: the effective school administration	Feasibility			Benefit						
for the visually impaired persons	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)					

Part 3: (Continued)

Evaluation lists Evaluation level					el					
3.2 Process: the effective school administration	Feasibility			Benefit						
for the visually impaired persons	5	4	3	2	1	5	4	3	2	1

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)									
				30					
//									
	3	易		3					
// 60									

Part 3: (Continue)

Evaluation lists	Evaluation level									
3.2 Process: the effective school administration	Feasibility			В	Senefit					
for the visually impaired persons	5	4	3	2	71	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)	2
909116:01		ÖÖÜÜNÜ
Part 3: (Continued)	by Chiang Mai	University
Allria	thte roe	orvod

Evaluation lists	Evaluation level									
3.2 Process: the effective school administration	Feasibility Ben			ene	fit					
for the visually impaired persons	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)									
Part 3: (Continued)									
Evaluation lists	Eva	luati	on leve	el					
3.2 Process: the effective school administration	Feasibilit	y	В	Benefit					
for the visually impaired persons	5 4 3 2	1	5 4	3 2	1				
3.2.6 Motivation (M)	91		•						
1) To give the welfare in terms of food.	40								
2) To give the repayment in terms of the qu	ality of perfo	rmano	ce.						
3) To have self-development in terms of tra				l furthe	er				
studying.		05 //	,						
Further recommendations: (If you have)	· · · · · · · · · · · · · · · · · · ·								
Part 3: (Continued)		70/							
Evaluation lists			on leve						
3.3 Output: the educational opportunities and	Feasibilit	•		enefit	1				
equality for the visually impaired persons	5 4 3 2	_	5 4	3 2	<u> </u>				
3.3.1 The educational opportunities and equality for	or the visually	ımpa	ired pe	ersons t	to				
receive the education were as follows: 1) The visually impaired persons received	l the emments	nition	and a	anal:47					
basic education level without conditions.	i the opportu	mues	and e	quanty =	111				
2) The visually impaired persons received	the opportu	nities	and e	anality	in				
the higher education level in accordance with apt	1 1								
each person.	Mai Uni	Ver	Sity	remina	. 01				
3) The visually impaired persons had the	career oppor	tuniti	es for	earn th	neir				
living without the burden of family, society, and co		V	e u						
Further recommendations: (If you have)									
	•••••				•••••				
	•••••				•••••				

Part 3: (Continued)

Evaluation lists	Evaluation level								
3.3 Output: Quality of learners	Feasibility Benefit						fit		
	5	4	3	2	1	5	4	3	2

- 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 recommendati	ions: (If you have)	7/3/	
	13-7-0		
1 900		500	

Part 3: (Continued)

Evaluation lists	Evaluation level					
3.3 Output: the efficiency of educational	Feasibility	Benefit				
administration of the effective school						
administration for the visually impaired	5 4 3 2 1	5 4 3 2 1				
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)	

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 level											
Evaluation lists	Feasibility					Benefit						
	5 4 3 2 1 5 4 3						3	2	1			

- 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.
- 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.
- 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.

Further recommendations: (If you h	nave)	20	
		<i>A</i> //	

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.

2 2 2	Evaluation level									
Evaluation lists	Feasibility					Benefit				
	5	4	3	2	1	5	4	3	2	1

- 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.

Further recommendations: (If you have)						

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

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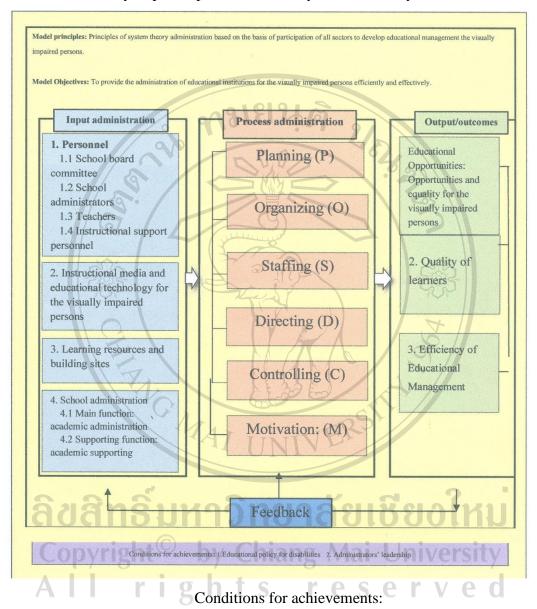
- 1. To assist the school administrators or involved personnel in school administration model for the visually impaired persons to know, understand, and could implement the effective school administration model for the visually impaired persons efficiently and effectively.
- 2. To propose the specification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



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):

characteristics

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

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.

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 leaners' 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 studentscentered 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 as 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.

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- 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 (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 compone nts of the process	Responsibl e person (s)	Operational methods	Indicators	Goals	Related documents
1. Planning (P)	1. Basic school board committee 2. School director 3. Academic administrati on 4. Personnel administrati on 5. Plan and budget administrati on 6. General administrati on 7. Student Affairs administrati on	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 developme nt 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 developme nt plan 2. An annual action plan
ลิข	8. Teachers and personnel	หาวิทย	ากลัยเ	สียกให	

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Table 23: (Continued)

The component s of the process	Responsib le person (s)	Operational methods	Indicators	Goals	Related documents
2.	1. Basic	1. To prepare	1. There was	1. A	1. An
Organizing	school	an	a	organizationa	organization
(O)	board	organizational	organizationa	1 structure in	al structure
	committee	structure in	1 structure for	accordance	2. A
	2. School	accordance	school.	with school	manual of
	director	with school	2. There were	context and	operations
	3.	context that	administrativ	covering	3. An
	Academic	provided	e manuals for	functions.	operational
	administra	educational	divisions.	2.	standards
	tion	management	3. There were	Administrative	for all
	4.	for the	operational	manuals for	divisions
	Personnel	visually	standards for	all divisions.	4.
	administra	impaired	divisions.	3.	Authentic
	tion	persons.	4. There was	Operational	evidence of
	5. Plan	2. To define a	a plan to	standards for	instructional
	and budget	scope	prepare	all divisions	media
	administra	main	instructional	4. Learning	and
	tion	functions and	media and	resources and	educational
\\	6. General	supportive	educational	building sites	technology
	administra	functions.	technology.	adequately	5. Authentic
	tion	3. To prepare	5. There was	and	evidence of
	7. Student	learning	the provision	appropriately	the learning
	affairs	resources and	and	for	resources
	administra	building sites	development	learning	and building
	tion	adequately	the learning	development.	sites
	8.	and	resources and	5. A variety	_
2 4 2	Teachers	appropriately.	building sites.	of building	
ada	and S	4. To prepare	ยาลยเ	sites were	IJ
	personnel	instructional		suitable with	
Copy	yright [©]	media and educational	ang Mai	learning.	У
AI	l ri	technology.	res	erve	d

Table 23: (Continued)

The compone nts of the process	Responsibl e person (s)	Operational methods	Indicators	Goals	Related documents
3.	1. Basic	1. To select /	1. There	1. The basic	1. School
Staffing	school	recruit	was the	school board	information
(S)	board	personnel in	basic school	had	2.
	committee	accordance	board	characteristics	Registration
	2. School	with	committee	of the school	and biology
	director	functional	by the law	determination.	of teachers
	3. Personnel	position for	determinati	2. The teachers	and school
	administrati	the visually	on.	and school	personnel
	on /	impaired	2. There	personnel had	3.
	9	persons.	were	knowledge and	Operational
		2. To define	teachers and	had	standards of
		roles and	educational	characteristics	personnel
	100/ / 2	duties in	personnel in	the school	administrati
		accordance	accordance	determination.	on section
	502	with	with the	3. The teachers	4. A
- 1	500	functions of	criteria of	and school	personal
		educational	the	personnel were	summary
\	\ C \	management	Teacher	developed at	report
		for the	Civil	least 20 hours	(SAR)
		visually	Service and	per year.	
		impaired	Educational	A	
		persons.	Personnel	\	
		3. To develop	Commission	· ///	
		personnel.	(TPEC).		
		4. To build	3. The		
	- 1	teamwork	teachers and		_
8 **	22	based on the	school	57	
ga	สิทธิม	participation.	personnel were	อยอเท	U
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A	l ri	ghts	res	erve	d

Table 23: (Continued)

The compone nts of the process	Responsibl e person (s)	Operational methods	Indicators	Goals	Related documents
4.	1. School	1. To	1. There was	1. School	1. A school
Directing	director	collaborate	communicati	personnel	journal
(D)	2. General	the relations	on within	received data	2. A
	administrati	of internal	organization	and	meeting
	on	and external	both horizon	information	note
	3. Teachers	school in	and vertical	correctly, the	3. A school
	and school	publish,	as well	data and	appointment
	personnel	leaflet, radio	as formal and	information	4. A visitor
		online.	informal.	was	note
		2. To build	2. There	collaborated	5. A
		learning	was the	entirely and	personal
		organization T	learning	the same	summary
	(4) / 2	by	exchange	direction.	report
		exchanging	between the	2. The school	(SAR)
	502	both inside	teachers	personnel had	
	500	and outside	and school	the learning	
		the school.	personnel.	exchange	
	\ C: \	3. To create	3. There	within school	
		educational	was the	and among	
		network by	learning	schools.	
		collaborative	exchange of	3. The school	
		agreement.	the	director could	
		MALIIN	educational	lead school to	
		AI IIN	agencies	achieve goals.	
		01	and		
	_=		educational		_
			institutions.	2	

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Table 23: (Continued)

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

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Table 23: (Continued)

The compone nts of the process	Responsibl e person (s)	Operational methods	Indicators	Goals	Related documents
6.	1. School	6.1 To	1. The job	1. Ninety	1. A job
Motivatio	director	provide free	satisfaction	percent of	satisfaction
n (M)	2. Personnel	food and	of	teachers and	form
6.1 Welfar	administrati	medical care.	personnel.	personnel	2. A
e.	on	6.2 The	2. Statistics	satisfied in	statistics of
6.2 Comp		compensation	of	performance.	performanc
ensation.		19791	personnel	2. Not more	e
6.3 Promo		promotion wa	resignation	than 5 percent	3. A
tion.		s considering	/ relocation	of personnel	biology
6.4 Promo		by the	3. Teachers	resigned and	form (กพ. 7)
te self-		performance	and	relocation.	4. A
developm		fairly.	personnel	3. Personnel	summary
ent.		3. To provide	had been	had been	report of
6.5 Study		teachers to be	developed	developed at a	activities /
visit both	585	developed in	at a higher	higher	projects
in the	505	all forms and	academic	academic	
country	`\	thoroughly at	standing.	standing 100	
and		least 20)# / l	percent.	
foreign		hours per year	A		
countries.		per person.			
	(E)	3. To	33 ()	A	
		provide the	70 (6)		
		study visit	25	> ///	
		both in the	IIVER		
		country and	11		
	_	foreign			
	2. 2.	countries at		2 ?	
ลข	ansu	least once a year.	ี	ชียงให	IJ
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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
- DDY 1.3 Participatory administration Mai University
 - 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 Cyrill 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

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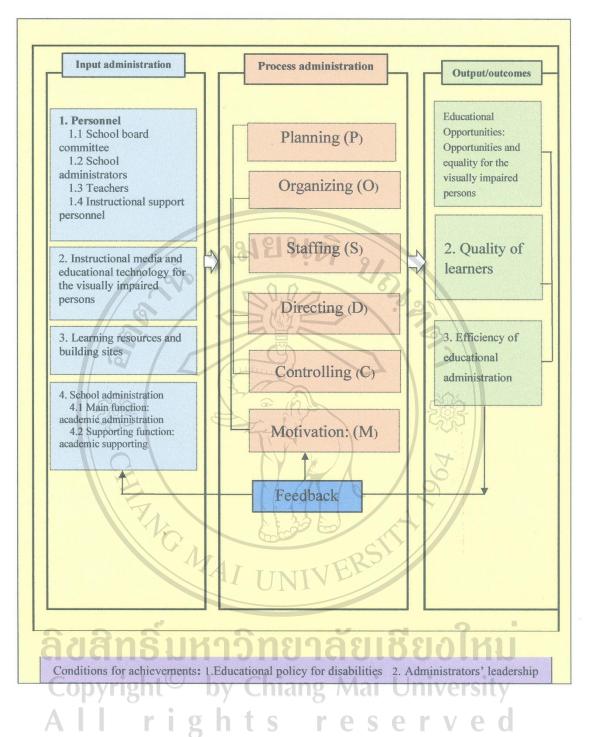


Figure 1 The relationship mechanism of model components of the effective school administration for the visually impaired persons

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

mput

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	Operational methods	Related
1. D.	person (s)	/duration	documents
1. Personnel	1. School	1) To announce the	- Ministry of
1.1 Basic school board	director	application to the basic	Education
committee should have	2. Head of	school board committee	Regulatory
the qualification different	general	as requirement according	Act, B.E.
from the general schools	administration	to the regulation.	2546, section
as follows:	section	2) To define the	38
1) To be knowledgeable		qualification /	- The
and experienced	231819	characteristics.	involved
involved with the	41000	3) To determine the roles	Ministry
educational management	0	and responsibilities of	regulation
for the visually impaired		the basic school board	
persons.		committee.	
2) To be an	道	4) To propose the office	
understanding of nature	G	of educational service	\
and the basic conditions	minim	area to announce the	
of disability of the	(3//	appointment of the basic	\\
visually impaired		school board committee.	
persons.	Z	7 / 200	
3) The experts should			
come from external			
sectors or private		11 / 6 /	
organizations that were			
involved and to realize			
on the priority of	once		
education, to understand	11-	TR5	
the context and	ATI IIV	TVE	
conditions of the	01		
educational management			_
for the visually impaired	110000		
persons.	nion	าเลยเอยอเ	nu
4) The chairman of the			
basic school board	by Chia	ıng Mai Univer	sity
committee should be a			
visionary,	ghts	reserv	e a
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			
charismane aumority to			

 Table 1: (Continued)

Input factors	Responsible	Operational methods	Related
F	person (s)	/duration	documents
lead or create a network	•		
in the community.			
1.2 School administrators	Head of	and Educational Personnel	Teachers and
should have the	personnel	Council Act B.E. 2546	Educational
qualification different from	administration	(2003) as amended by Act	Personnel
the general schools as	section	B.E. 2553 (2010)	Council Act
follows:			B.E. 2546
1) To have leadership, a			(2003) as
wide vision, an	23181	46	amended by
understanding of	4101-	9/	Act B.E. 2553
participatory strategic	0	11.62	(2010)
management.	DIV.	O Fanl	
2) To have a			
commitment, sacrifice,			
patience and kindness	T		
including the spirit and	MILLIAM		1
ideology of being a teacher.	13/0		1
3) To be knowledgeable,	7 @ (
an understanding of the	E P	7	
nature of the visually			
impaired students including	XV	W / 1	
understanding the context			
of the society and			/
community.	16-		
4) To have a human		99/	
relationship skills, to be able to create an	onc.		
educational network and	11-	TRO	
mobilize resources from all	AII IIN	TVE	
sectors both inside and	UI		
outside the country to			
participate in developing of		v a ?	
the educational quality for	หาวทร	เาลยเหยกเ	KII
the visually impaired			
persons.	hy Chia	ıng Mai Univer	city
5) To have knowledge	by Cilic	ing mai Omver	Sity
and ability for an integrated	ghts	reserv	6 0
administration and to be	8 11 13		
able to link with the			
network administration or			
the context of the society			
and community very well.			

 Table 1: (Continued)

Input factors	Responsible	Operational methods	Related
1	person (s)	/duration	documents
1.3 Teachers should have	1. School	In accordance with	Teachers and
the qualification different	director	Teachers and	Educational
from the general schools	2. Head of	Educational Personnel	Personnel
as follows:	general	Council Act B.E. 2546	Council Act
1) To be	administration	(2003) as amended by	B.E. 2546
knowledgeable and	section	Act B.E. 2553 (2010)	(2003) as
skilled in the use of		2. In a case of available	amended by
Braille, to have	01010	position, to determine the	Act B.E.
knowledge in specialized	WHE	major according to the	2553 (2010)
sciences for the teaching	0	requirement of the	2. To appoint
and learning for the	RQ.	school.	for work
visually impaired	A MAN	3. To assign roles and	assignment
persons.		duties of teaching	_
2) To be a	W.	according to aptitude /	
commitment, sacrifice,	MILLIAM	majors.	\
patience and kindness to	13/18	4. To study an additional	\\
assist, to solve the		course concerning the	
problems and obstacles		science of teaching	
for the visually impaired		specifically for the	
persons.		visually impaired	/
3) To be an ideologist		persons.	
in the teaching			
profession and to have		A A	
the spirit of being a	Contr		
teacher of the special	11	2051	
education.	MALIN	TVER	
4) To be	UI		
knowledgeable in the			
science of special		v a 9	
subjects and to be able to	หาวัทร	เกลียเหียกโ	KII
apply in the educational			1110
management for the	by Chia	ıng Mai Univer	sitv
visually impaired	by Cilic	ing Mai Oniver	Sity
persons.	ghts	reserv	e d
5) To know and to	8 11 13		C
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,			

 Table 1: (Continued)

Input factors	Responsible	Operational methods	Related
	person (s)	/duration	documents
learning resources, and			
folk wisdom.			
1.4 Instructional support	1. School	1. To survey the	1. The
personnel as follows:	director	necessary requirements	regulation for
1) Braille typing staff	2. Head of	of the departments.	temporary
2) Braille editing	general	2. To determinate the	employment
officials.	administration	characteristics of	2. To appoint
3) Sitters for	section	instructional support	for work
disabilities in dormitory.	평	personnel.	assignment
4) Sitters for	Julium Park	3. To assign roles and	3. Personnel
disabilities in classroom.	7	duties of instructional	information
5) Service officers		support personnel.	4. Report of
6) Drivers		4. To promote	operational
7) Health teachers		recruitment instructional	results.
8) Psychology teachers		support personnel	
9) Cook	(Control	according to the	
10) Employee for	MAI III	requirements and	
establishment / for	UI	qualification set.	
selling production		5. To sign the contract	
ลขสทรม	nnone	with government budget	NIJ
Copyright [©]	by Chia	/ outer budget by each	sitv
Λ I I μ i	σ h t c	year.	o d
AIIIII	8 11 1 5	6. To evaluate the	e u
		operations of 1 time per	
		semester, 2 times a year.	
		7. To sign the continue	
		contract / laid off.	

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

Responsible	Operational methods	Related
_		documents
		1. A survey
		form for the
		requirements
		of the
	○ →	instructional
K-U-I)		media and
		educational
technology	courses. 2. Head of	technology
division	educational media and	2. To appoint
	technology division	for the work
	surveyed the	committee to
O Contra	requirements of	product, to
	educational media and	purchase, and
ALITA	technology from	to supply the
A OL	teachers, students, and	instructional
	libraries in the first	media and
	week of the semester.	educational
บหาจิทร	3. To collect the results	technology
	of the survey to plan of	IIIO -
O by Chi	the production,	reity
L by Cilia	purchasing, and	ISILY
iσhts	supplying. 4. To	e d
1 5 11 1 3	appoint the committee	Cu
	1 - 1	
	1 -	
	Responsible person (s) 1. School director 2. Head of academic administration section 3. Head of the educational media and technology division	1. School director 2. Head of academic administration section 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

Table 2: (Continued)

Input factors	Responsible	Operational methods	Related
_	person (s)	/duration	documents
	person (s) 1. Head of the educational media and technology division 2. Procurement officer	/duration 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. To be assigned to	documents 1. A document of assignment to produce the instructional media and educational technology 1. A summary
	of production the educational media and technology 2. Procurement officer	produce the instructional media and educational technology. 2. To plan for production and purchasing.	report of the operational results.
S. C.	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	Operational methods	Related
	person (s)	/duration	documents
1. The learning	1. Plan /	1. Head of the learning	1. A survey
resources and	procurement	resources and building	form of the
building sites:	officer	sites surveyed the	current
1) Audio library	2. Head of the	current conditions,	conditions,
2) Computer	learning resources	problems, necessary	problems,
laboratory	and building sites	needs for the usage of	necessary
3) Scientific	division	the learning resources	needs for
laboratory	3. Committee of	and to develop building	improvement
4) Math laboratory	the learning	sites before the school	the learning
5) Foreign language	resources and	was opened at the	resources and
laboratory	building sites	beginning of semester.	building sites
6) Thai music	1 Assistant	1. Assistant director,	1. The
laboratory	director	head of general	educational
7) International	2. Head of general	administration section,	quality
music laboratory	administration	head of the learning	standard
8) Home economics	section	resources and building	2. The school
laboratory	3. Head of the	sites division,	development
9) Life skills training	learning resources	committee of the	plan
room	and building sites	learning resources and	3. The results
10) Ethical training	division	building sites	of the survey
room	4. Committee of	cooperated in analysis	of the current
11) Professional	the learning	the data and arranged	conditions,
museum room	resources and	the priority of planning	problems,
12) Media room for	building sites	and prepare the	necessary
the visually impaired	111400000	operational plan	needs
persons	METHE	2. Head of the learning	concerning the
13) Thai massage		resources and building	learning
practice room	i [®] by Chia	sites division propose	resources and
14) Career resources	iahta	the plan to school	building sites
within the school	ignts	administrator to	ea
15) Physical		approve if it was	
rehabilitation and		inappropriate to revise	
occupational therapy		and improve the plan	
facilities,		again.	

 Table 3: (Continued)

Input factors Responsible		Operational methods	Related
	person (s)	/duration	documents
16) Media	1. Head of the	1. Head of the learning	1. Operational
production room	learning resources	resources and building	plan of the
17) Global stadium	and building sites	sites division and the	learning
18) Swimming pool	division	committee of the	resources and
19) Students'	2. Committee of	learning resources and	building sites
dormitory	the learning	building sites to	
	resources and	conduct a meeting to	
	building sites	inform the teachers and	
	· diain	personnel in the	
	90	meeting before the	
// 5		school was opened and	
9		informed students in	
		the orientation when	
	G	the school was opened.	
	1. Head of the	1. Head of the learning	1. Operational
30%	learning resources	resources and building	plan of the
502	and building sites	sites division was	learning
20%	division	informed concerning	resources and
	2. Committee of	the learning resources	building sites
1 3	the learning	and building sites	
	resources and	2. The approval	
	building sites 3. Workers and	operations for ordering the committee of the	
	janitors	learning resources and	
	Jaintors	building sites who were	
	MALIIN	informed concerning	
	LATI OV	the learning resources	
		and building sites or	
		janitors to operation for	
ลินสิทธิ	บหาวิทร	the solution, and	KH
CIOCIIIO	21112110	repaired to be ready for	HII
Convrigh	O by Chis	available conditions	reity
Copyrigh	by Cilla	including reporting to	rsity
Allr	ights	administrator.	e d
		3. As regards the repair	
		if costly had to report	
		administrator to	
		consider in	
		commanding.	

Table 3: (Continued)

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

ลิปสิทธิ์บหาจิทยาลัยเชียงใหม่ 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	Responsible	Operational methods	Related
factors	person (s)	duration \	documents
1.1 The	- School director	1. To appoint committee /	- The
school		curriculum teamwork	committee
curriculum		committee for analyzing the	appointment
development	9.	suitability of the school	
	3///	curriculum	
	1. Committee of	1. To provide a meeting to	1. Basic
	the school	inform the knowledge, to	Education
	curriculum	prepare a manual, to train the	Core
	development	personnel to understand	Curriculum
	2. Teachers	concepts, principles and	B.E. 2551
	\bigcirc \	guidelines concerning the	(A.D. 2008)
		learning standards.	2. School
		2. Teachers designed the	curriculum
		learning units and develop	3. Educational
		lesson plan and instructional	quality
		management.	standards
	C MAI	3. Teachers assessed the	4. Instructional
	1	learning unit to improve and	plan
		develop the effects of the	5.
	6" 0	school curriculum.	Individualized
212	ัทธิ์มหาวิ	ทยาลยเหียล	Education Plan
CIOCI		110 10101000	(IEP)
Conv	1. Administrators /	1.To share the determination	1. A report of
Copy	head of academic	of supervision, monitor,	the operational
AII	section/assigned	follow-up.	results.
7 1 1 1	persons	2. To create the positive	
	2. Committee of	attitude concerning	
	the school	supervision.	
	curriculum	3. To define the agreement	
	development	and operational plan	
		obviously.	

 Table 4: (Continued)

Input	Responsible	Operational methods	Related
factors	person (s)	/duration	documents
		4. The school administrators	
		supervised, monitored,	
		followed-up systemically both	
		the educational level and	
		school level	
		5. To summarize, follow-up	
		the results of the use of	
		curriculum and report	
	6 9/3	IEINO .	

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

 management

Responsible	Operational methods /duration	Related
	Operational methods/duration	documents
	1 To mayida a mastina for	1. Basic
		1.1.1
		Education
		Core
		Curriculum
		B.E. 2551
		(A.D. 2008)
4. Teachers	student-centered	2. School
	3. To share the operational	curriculum
1	guidelines for teachers, the	
	practice of teaching management,	
	measurement, evaluation, and	
สิทธิแหต	-	1411
CIIIODII		
wight C h	11	reity
yright b	V \	ISILY
1. School		A (
administrator 5	Individualized Education Plan	Cu
2. Head of	(IEP) 2. To prepare a manual of	
academic	` ' ± ±	
administration		
section		
3. Head of subject		
4. Teachers		
	2. Head of academic administration section3. Head of subject department	1. School administrator 2. Head of academic section 3. Head of subject department 4. Teachers 2. To plan the learning management in accordance with the aims of the basic education core curriculum 2. To plan the learning process for the individual instruction and student-centered 3. To share the operational guidelines for teachers, the practice of teaching management, measurement, evaluation, and operational schedule. 4. To propose administrators to approve, comment, and suggest for the improvement as well as to prepare instructional manual 1. School administrator 2. Head of academic administration section 3. Head of subject department

 Table 5: (Continued)

Input	Responsible	Operational methods /duration	Related
factors	person (s)		documents
1.2	1. Teachers	11. Teachers conducted a pre-test	1. A manual of
Developing	2. Head of	for testing the basic knowledge of	Individualized
of learning	academic	students.	Education
process	administration	2. To propose to head of subject	Plan.
management	section	department/ Head of academic	2. School
		administration section to examine	curriculum
		the appropriate.	3. A manual of
		3. To revise before using.	the
	0 9	अधाक्षा .	instructional
	ab		management
		000	4. A document
			of the
			instructional
	3/		management
	19 / /	JIIIIII W	5. Learning
		3	evaluation
			form
	500		ו" (

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

Input factors	Responsible	Operational methods	Related
	person (s)	/duration	documents
1.3	1. Deputy	1. Deputy director of academic	1. A pre-test
Measurement,	director	section, head of registration	Calendar of
evaluation	of academic	division, and head of	working
and transfer	section	measurement and evaluation	24
of learning	2. Head of	division collaborated in	rsity
outcomes	registration	planning to prepare the	ما
AII	division	operational calendar such as	eu
	3. Head of	request form, a transcript (ปพ.1)	
	measurement and	to propose to director to	
	evaluation	approve before the end of	
	division	academic year.	

 Table 6: (Continued)

Input factors	Responsible	Operational methods	Related
	person (s)	/duration	documents
	1. Deputy	1. Deputy director of academic	Calendar of
	director	section, head of registration and	working
	of academic	evaluation division collaborated	
	section	in the meeting to inform school	
	2. Head of	personnel to know the	
	registration	operational guidelines of	
	division	registration division from the	
		calendar of working in the first	
	6 910	week of the semester.	
	1. Deputy	1. To get students admissions	1. Student
	director	and changes of students' status	registration
	of academic	from the student council at the	2. Registered
	section	end of the school enrolment	document
	2. Head of	about May and students	/document
	registration	attended during the academic	concerning the
94	division	year.	students'
1 5	3. Head of	2. To get information learning	measurement
11 9	measurement and	courses and learners'	and evaluation
	evaluation	development activities from the	
	division	head of evaluation division at	//
	五 /	the end of the academic year	
		and get information of the	
		remedial exam from head of	
		registration division after the	
		completion of remedial	
	MAI	teaching.	
	1. Head of	1. Head of registration division	2. Registered
	registration	checked the data from the	document
22	division	academic administration	/document
ลขส	กรมหาว	section, if it was not corrected,	concerning the students'
	• 1 (0)	revised again with involved	measurement
Copy	right by	persons and Unive	and evaluation
AII	righ	ts reserv	e d

 Table 6: (Continued)

Input	Responsible	Operational methods	Related
factors	person (s)	/duration	documents
	1. Head of	1. To record the correct student	Registered
	registration	data into the Student 51	document /
	division	program. Students or parents	document
		filled the school document form	concerning the
		to request the transcript (ปพ.1) /	students'
		(for the second transcript,	measurement
		students had to pay for the fee at	and evaluation
	-0	the registered section and	
	0 9	transcript of academic record.	
	90	2. The head of registration	
		division operated as follows:	
		2.1 In the case of the student	
	9.	transcript (ปพ.1) after completing	
		the courses in the academic year	
		of application.	
	572 T	2.1.1 To collect data and prepare	.
		the transcripts in March.	5
	708	2.1.2 To make the transcript (ปพ.	
\\		1) rechecked correctly before	
	CE VIA	giving to students according to	//
		calendar within 1 week.	
		2.1.3 To be approved by the	/
		school director and signed.	
	0.14	2.1.4 After students got the	
	144	transcript, the students will be sorted out according to the	
		academic calendar.	
		2.2 In the case of the student	
05	6	transcript (1/w.1) after completing	?
808	insuka		lKU
		1	
Copy	right by		rsity
A			,
AII	righ		e a
		on the request date.	
Copy A I I	right [©] by	the course in the other years of application 2.2.1 To check the transcript (11w. 1) had been prepared correctly on the request date.	rsity e d

 Table 6: (Continued)

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

Table 6: (Continued)

Input	Responsible	Operational methods	Related
factors	person (s)	/duration	documents
	1. Head of registration division 2. Deputy director of academic section 3. Director	 The head of the registration division to prepare the report issued certificates and rechecked by March. 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 (1/m.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 (1/w.3) 2. The report issued certificates form

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

 development

Responsible	Operational methods	Related documents
person (s)	/duration	
1. Director	1. To plan the	1. Plan/project of the
2. Head of	operations / projects.	research for quality
academic	1 0	development
administration		1
section	3. Head of academic	
3. Head of	administration section	
research for	checked the correct.	
quality	4. The director agreed	
* // · · · · · · · · · · · · · · · · · ·		
division		000
4. Committee		
of research for		65
	Julian Maria	
1. Head of	1. Head and committee	1. Report of operational
		results concerning
2767		research for quality
-	\ -	development
	· / / / / /	2. Report of operational
		results concerning
		classroom action research
÷ / • /		3. Report of operational
		results concerning school
		research
	T M.L.	
<u> </u>		7
insur		BUJIKU
	development 1 topic per	
right [©] h	semester 1	University
1. School		1. Report of operational
		results concerning
	•	research for quality
		development
		2. Report of supervision,
		monitoring, following-up
		the evaluative results of
		operations concerning
	J	research for quality
		development
	person (s) 1. Director 2. Head of academic administration section 3. Head of research for quality development division 4. Committee of research for 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 2. Committee of research for quality development 3. Head of research for quality development 4. The director agreed and approved the operations. 1. Head and committee of research for quality development 2. Committee of research for quality development 3. Teachers 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. Head and committee of research for quality development division operated the encouragement activities for teachers to do the classroom action research 1 topic per semester 2. The teachers to do the classroom action research for quality development 1 topic per semester 1. To supervise, monitor, follow-up the evaluative results of operations oncerning research for learners'

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	Treated documents
1.5	1. School director	1. Head of the	1. A survey form of
Instructional	2. Head of	instructional media	the requirements of
media,	academic	division surveyed the	instructional media
innovation,	administration	requirements of	2. The appointment
and	section	instructional media from	the committee for the
educational	3. Head of	teachers who taught	instructional media
technology	instructional	academic additional	production
development	media division	courses, teachers,	production
de verspinent		students, and library in	
		the first week of the	20
		semester was opened.	31/1
		2. To collect the survey	6
		data in order to plan for	
		the instructional media	
	3	production	800
[]	7	3. To appoint the	502
		committee for the	
		instructional media	
1	G \	production	7
	1. Head of	1. A report of survey	1. A report of survey
	of academic	result of the requirements	result of the
`	administration	of instructional media	requirements of
	section	was considered for the	instructional media
	2. Head of	instructional media	
	instructional	production type.	
	media	2. To propose the	
		instructional media	
2 4 2	200	production plan to be	2010
dag	manni	approved in May and	บบเทม
		November.	
Copy	1. Head of	1. To assign the	1. The assignment for
A 1 1	instructional	instructional media	the committee of the
AII	media division	requirement to C S C	instructional media
		committee of the	production.
		instructional media	•
		production in May and	
		November.	

 Table 8: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. The committee	1. The assignment of the	1. The requirement
	of the	instructional media	form for the
	instructional	production.	instructional media
	media production	2. To plan for the	production services.
	1	instructional media	2. The assignment
		production for the users'	form of the
		requirements such as	instructional media
		Braille typing book,	production.
	90	sound book record, and	r
		the other instructional	
		media depended on	
		users' requirements	31
//	1. The committee	1. To verify the Braille	
	of the	typing book.	
	instructional	2. To check the quality of	
	media production	sound book record.	
	1. Head of	1. Head of academic	1. The summary result
	academic	administration section	form of the
	administration	and head of the	supervision,
	section	instructional media	monitoring, and
	2. Head of	division coopered to	following-up
	instructional	supervise, monitor, and	Tonowing up
	media division	follow-up the operations	7//
		of the instructional media	Y //
	GMA	production.	
		2. To suggest, improve,	
		and develop the	
		instructional media	
	e ²	production based on the	0 1
ે શકે કે શકે	กลิแหก	results of supervision,	era (MII
CIUC		monitoring, and	OOHIN
Cara	: _L_(C)	0.44	i i i i i i i i i i i i i i i i i i i
Copy	right by	operations.	niversity
A I I	1. The committee	1. The committee of	1. The registered form
A 1 1	of the	instructional media	of the instructional
	instructional	production registered the	media
	media production	instructional media and	modiu
	incula production	assigned to the library for	
		_	
		the services.	

 Table 8: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. Head of	1. Head of instructional	1. Result report form
	academic	media division report the	of the instructional
	administration	summary of the	media production
	section	operations of the	
	2. Head of	instructional media	
	instructional	production to head of	
	media division	academic administration	
		section.	
	6 91	2. Head of academic	
	90	administration section	
		report the summary of	
		the operations of the	31/1
		instructional media	6
	3/	production to school	
		director.	

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	1. Librarian	1. To survey the lists of	1. The survey form of
and learning		resources in the library	the users' requirement
resources		based on the users'	in books and library
development		requirement.	equipment.
	1. Librarian	1. The librarian informed	1. The registered form
0 0	C C	the lists of resources,	of the resources,
ลขล	เทธิมหา	books, materials, and	books, materials, and
0	· - L 4 (C) L	equipment in the library to the school personnel.	equipment in the library
Copy	right by	2. To prepare the	2. The monthly
AII	righ	resources in the library	meeting report
		based on the users'	
		requirement.	

 Table 9: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
ractors	person (s)	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	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	instruction. 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.
ลิขล์	 Librarian Teachers Students 	 To operate the services of the library for the instruction. To lend the books and the other resources 	1. A form of lending and returning of the books and the other resources
Copy A I I	right by 1. Librarian	according to the regulation of library lending. 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	Responsible	Operational methods	Related documents
factors	person (s)	duration/	
	1. Librarian	1. To collect the statistics	1. The survey form of
		of the use of library.	users' satisfaction
		2. To summarize the	
		evaluation of the use of	
		library	
		3. To report the	
		operations of the library	
		at the end of semesters	

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
1.7	Instructional	1. To provide a meeting	1. A survey form of
Supervision,	supervision	of the internal	problem conditions,
monitoring,	committee	supervision committee to	requirements in the
following-		survey the issue of	instructional
up and		problem conditions,	development
evaluation		requirements in the	y //
of		instructional	
educational	1/1	development	
management	1	2. To prepare a survey	
		form of problem	
	e)	conditions, requirements	
6 4 6	ัทธิ์มหา	after the meeting by 1	ยอใหม
auc	HONDI	week	บบเทษ
C	· · · · · · · · · · · · · · · · · · ·	3. To collect data from	
Copy	right by	teachers, personnel,	niversity
A Î Î	u i a h	students, including	W V 0 d
AII	rign	parents and community	rveu
		4. To analyze and	
		summarize the survey	
		results in order to plan	
		before the school was	
		opened.	

 Table 10: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	Instructional	1. The survey results were	1. An operational
	supervision	used to define the scope	plan and an activity
	committee	and the descriptions of	management plan
		management.	
		2. The supervision	
		committee prepared the	
		operational plan and	
		activity management plan.	
	6 91	3. To propose plan to be	
	ab	considered by academic	
		administration.	
	1. School director	1. Head of plan division	1. Knowledge sheets
	2. Head of	considered and to be	concerning the
	academic	approved by director.	instructional
	administration	1111111111111	supervision
	section		
	Instructional	1. To provide a meeting to	1. Performed manual
	supervision	informed the scope and	of academic
	committee	the descriptions of	administration
	C \	the instructional	section
1	1	supervision and request	8
\		for the cooperation in	
\		activity management	
	Instructional	1. The instructional	
	supervision	supervision committee	
	committee	shared the knowledge	
		concerning the principles	
		of the development of	
05	S	lesson plan based on the	?
306	Insura	school curriculum.	JOINU -
		2. To review and analyze	
Copy	right by	the problem solution	niversity
A	•	guidennes together.	/
AII	righ	3. To provide the	rved
		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	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	Head of academic	1. Head of academic	1. A report form of
	administration	administration section	the operations.
	section, teachers,	determined the	2. A follow-up form
	students, and	verification and	of the operations.
	school personnel	supervision of	_
	_	committee, teachers, and	
		students in every 2 weeks	
		throughout the semester.	
	6 91	2. The instructional	
	ab	supervision committee	
		summarized the	
		evaluative results after	30
		the end of semester, and	6
	3/	summarized the	
	10/	operational results to	
	(3	propose to head of	
		academic administration	
		section.	
	1. Head of	1. Head of academic	Publication
	academic	administration section	documents
\\	administration	and school director	8
	section	accepted the operations	C)
`	2. School director	and gave some advices at	
		the end of semester and	
		the end of academic year.	
	Instructional	1. To public the	Publication
	supervision	operational results to	documents
	committee	students, school	
0 0	C C	personnel, parents, and	? '
3156	INSTINA	community.	EIUINII

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	Treated documents
1.8 The	1. Head of the	1. To survey the	1. Questionnaire
educational	educational	students' information in	2. Interview form
guidance	guidance and	all aspects within 3	3. Cumulative Record
and social	social welfare	months since the	3. Cumulative Record
welfare	division	beginning of semester.	
Wellare	2. Guidance	beginning of semester.	
	teachers	0161919	
	1. Head of	1. The collaboration in	1. Questionnaire
	academic	providing information	2. Interview form
	administration	concerning the students	3. Cumulative Record
	section	to be beneficial in using	3. Cumulative Record
	2. Head of the	the data for the provision	6
	student services /	_	
	student affairs	of guidance to students	
	section	throughout the academic	
	3. School	year.	
	information		
	division	N # //	7
	4. Classroom		0
	advisors /		
\ \	Teachers	18 13 61 1	7 //
	5. Student parents		Y ///
	6. Involved		
	agencies	TIMITIER	
	7. Students	1. 77	1 D 0'1 0'1
	1. Head of the	1. The data from the	1. Profile file
	educational	survey and collection	2. Registration file
ลิสล์	guidance division	were analyzed and then	3. Summary form
CIUC	2. Guidance	used to provide services	4. Information
Com	teachers	to students in the	documents
Coby	rigitt by	students' further	HIVEISILY
	riah	education, career	rved
A 1 1	1 1 8 11	choices, social e S e	I V C U
		adaptation, and the	
		preparation of documents	
		to be beneficial to the	
		students' needs	
		throughout the academic	
		year.	

 Table 11: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. Head of the	1. The data from the	1. Activity board
	educational	analysis were published	2. Invitation letter of
	guidance division	such as bulletin board,	resource persons.
	2. Guidance	school voice on line.	
	teachers		
	1. Head of the	1. To get information	1. A request form of
	educational	concerning problems and	the counselling
	guidance division	needs to be assisted /	service
	2. Guidance	counseling in different	2. A record form of
	teachers	aspects from the students	the counselling
		directly or relevant	service
		persons.	
	1. Head of	1. To coordinate persons	1. Questionnaire
	academic	who related to students to	2. Invitation letter for
	administration	share information	a meeting
	section	concerning problems and	۰
[] 5	2. Head of the	facts to find out how to	
	student services /	help students properly	500
	student affairs	and continuously.	
	section	N * / /	4
\\	3. School		8
	information		2) //
	division	183361 1	<i>'</i>
	4. Classroom	Color Co	
	advisors /	2051	
	Teachers	TIMINER	
	5. Student parents	UNIV	
	6. Involved		
	agencies	0 4 6	2 "
8156	7. Students	วิทยาลยเห	SIURII
CIOC	1. Head of	1. To operate the services	1. Scholarship
Conv	academic	to students by	documents
Copy	administration	collaborating with	2. Information on
	section	relevant persons to	various aspects.
	2. Head of the	provide the assistance,	3. A request form of
	student services /	solve problems,	the counselling
	student affairs	counseling services, and	service
	section	guidance services	4. A record form of
	3. School	appropriate with	the counselling
	information	students' problems	service
	division	continuously.	5. A summary of
		•	guidance service

 Table 11: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	duration/	
	 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.
බ්ඵදි Copy	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	 The summary the operational results in providing guidance services. An evaluation record for the
AII	right	advices on how to improve operations.	operations

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
1.9 The	1. Director	1. To appoint of the	1. The appointment of
educational	2. The committee	committee for a review	the committee for a
quality	for a review of	of the evaluation	review of the
assurance	the evaluation 3.	consisted of assistant	evaluation
	Heads of	director, heads of	2. The school
	department /	department / division,	educational quality
	division	teachers and personnel	development plan.
		who had a thorough	
	6 91	understanding of the	
	ab	internal assurance by the	
		first week of March.	
		2. The committee for a	30/
	6	review of the evaluation	6
	3/	and head of department /	
	10/	division revised of the	
		requirements stated in	
		the school quality	
		improvement plan to be	
	\	used as a framework for	
		setting the guidelines	7
	74	within March.	8
	1. Director	1. To conduct a meeting	1. Educational quality
	2. Committee for	of the assessment	standards of the
	a review of the	committee for a review	Office of Special
	evaluation	of the evaluation, to	Bureau, the Office of
		analyze the educational	Basic Education
		standards and indicators	Commission, Ministry
		and plan to collect data	of Education
0 0	6	according to indicators,	? '
3156	INSTINA	planning, guidelines,	HOIKU
4104		analysis of evaluation	301118
Copy	right [©] hv	results of all indicators,	niversity
		plan to summarize and	
AII	righ	guidelines to write report	rved
		within the first week of	
		April	
		2. To propose and to be	
		approved by director.	

 Table 12: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. Committee for	1. The committee for a	1. Educational quality
	a review of the	review of the evaluation	standards of the
	evaluation	designed an evaluation	Office of Special
		tool, design a record	Bureau, the Office of
		form of the evaluation	Basic Education
		information adapting to	Commission, Ministry
		the improvement and	of Education
		development. To publish	2. Manual of
	6 91	as a practice manual for	evaluation
	ab	evaluating both for the	
		improvement and for a	
		review to complete 1	30
		week before the semester	6
	3/	opened.	
	10/	2. To set up a calendar of	
		operations, supervision,	
1 5		monitoring and	
		following-up the	
	`\	educational quality	
		development plan.	7
	1. Committee for	1. Committee for a	1. Educational quality
	a review of the	review of the evaluation	standards of the
	evaluation	conducted a meeting to	Office of Special
	2. Heads of	inform all relevant	Bureau, the Office of
	department /	persons to understand the	Basic Education
	division	principles of evaluation	Commission, Ministry
	3. Teachers	and practice guidelines	of Education
	4. School	for improvement and	
	personnel	development, and the	? "
8156	INSIIKA	operations of the	SIULKII
2100		committee for a review	551118
Copy	right [©] hv	of the evaluation within	niversity
COPY	1.911	June.	in versity.
	1. Operational	1. Committee for a	1. SAR
	personnel	review of the evaluation	2. Manual of
			evaluation

Table 12: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	duration/	
	1. Deputy	1. Personnel performed	
	director	their duties according to	
	2. Supervision	their self-assessment and	
	committee	recorded the results of	
		the assessment as the	
		evidence and adopted the	
		evaluation results to be	
		improved and recorded	
	6 91	the data as the evidence.	
	ab	2. To report on the	
		operational results	
		respectively.	31/1
	1. Committee for	1. The committee for a	1. Self-Assessment
	a review of the	review of the evaluation	Report (SAR)
	evaluation	encouraged periodic	
	3	work to support teachers	
<u></u>	7	and personnel to do the	502
		self-evaluation, to	500
		analyze the evaluation	
1	Q \	results and to give some	7
	五 /	suggestions for	6
		improvement.	
		2. To conduct a meeting	
		to summarize the results	
	CE VA	by adhering to the	
		criteria set out in the	
		school educational	
		standards at the end of	
2 5	2	the semester and at the	?
212	insiika	end of the academic year.	EIVINII

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
1.10 The	1. Regular	1. To prepare learners	1. A manual of the
inclusive	students	and relevant persons (S:	inclusive educational
management	2. Inclusive	Students)	management
	students	1.1 To inform students of	2. Activities/ projects
	3. Teachers and	regular schools in order	for he inclusive
	teachers for	to make an	educational
	additional	understanding and	management
	courses	accepting friends who	3. An action plan
	4. School	were the visually	-
	administrator	impaired students and	
		willing to assist.	
		1.2 To practice life skills	30/
		such as the creative skills	6
	3/	for familiarity with the	
	19 /	environment and	
		movement for the	
		visually impaired	
		students.	500
	1. School	2. To prepare school	1. An action plan
	administrator	environment for	2. Authentic evidence
	2. Head of	inclusive educational	in terms of
	building division	management (E:	environment
	3. Teachers for	Environment)	3. School information
	additional	2.1 To improve the	
	courses	environment in terms of	
	4. Teachers and	the building sites both	
	other personnel	internal and external	
	5. Parents of	building according to the	
	regular students	standard criteria	? "
8156	6. Workers and	2.2 To inform and make	ยงเหม
	janitors	an understanding with	OUTIE
Conv	right [©] hv	the relevant persons	niversity
COPY	1.911	concerning the	in versity.
AII	righ	environment of the	rved
		visually impaired	
		students such as parents,	
		teachers, personnel in the	
		inclusive school.	

 Table 13: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. School	3. To provide activity	1. School curriculum
	administrator	management (A:	2. Lesson plans
	2. Head of	Activities)	3. Individualized
	academic section	3.1 To conduct the	Education Program
	3. Teachers	curriculum management	(IEP)
	4. Teachers for	based on the learners'	4. A report of
	additional	needs.	learners' learning
	courses	3.2 To prepare the	development
	5. Students	Individualized Education	
	ab	Program (IEP)	
		3.3 To prepare the	
		Individual	31/
		Implementation Plan	6
//	3/	(IIP)	
	19/	3.4 To check the	
		education of students	
		concerning academic,	
		behavior, physical,	575
	`\	further sending, and	
	0	evaluate the students'	7
\\	CHA MA	progress.	8
		4. Tools for inclusive	
`		management (T: Tools)	
		4.1 To define directions	
		of policy and inclusive	
	TA A	management clearly.	
		4.2 To purchase and to	
		procure technology,	
00	S. C.	facilities for the visually	?
ลขล	insuka	impaired students to	agikii
		access the	
Copy	right [©] by	4.3 To provide teachers	niversity
	• •	for special education and	
AII	righ	additional riese	rved
	O	courses.knowledge	
		easily.	
1			

 Table 13: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	duration/	
	1. School		1. A school quality
	administrator		development plan
	2. Teachers		2. An annual action
	3. Teachers for		plan
	additional		3. A lesson plan for
	courses		additional courses
			4. Authentic evidence
		0101912	of data and documents

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
1.11	2. Head of	1. The academic section	1. An action plan
Remedial	academic section	surveyed the student	2. School information
teaching 7	3. Teachers for	requirement of learning	3. A summary report
	additional	in the additional courses.	of activities/ projects
	courses	(Specific of inclusive	7
	4. Volunteers	students)	6
		2. The academic section	9
		summarized and reported	~ //
		the student requirement	Y //
		to director.	
	1. School	1. The administrators	1. The school
	administrator	conducted a meeting to	appointment
	2. Head of	inform teachers and	2. The volunteer data
	academic section	personnel to be	of the school
ลิชลิ	ใหญิแหก	responsible with the	information
CIUC		additional courses.	OUTHD
Conv	wight h	2. The administrators	nivorcity
Copy	right by	appointed the teachers	iliversity
ΔΙΙ	riσh	and personnel to be	rvad
/	1 1 5 11	responsible with the	I V C U
		additional courses.	
		3. To publish to	
		volunteers as the	
		university students or	
		persons who were	
		interested in.	

 Table 14: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. Head of	- To provide the	1. Authentic evidence
	academic section	additional courses at	2. A summary report
	2. Teachers for	6.00-8.00 p.m. Mondays-	from academic
	additional	Thursdays of the week.	administration section
	courses	-	
	3. Volunteers		
	1. School	- To supervise, monitor,	1. A summary report
	administrator	and follow-up the	from academic
	2. Head of	additional courses	administration section
	academic section	48	
	1. Head of	- To summarize the	- A summary report of
	academic section	operational results to	activities/ projects
	2. Teachers for	administrators at the end	from academic
	additional	of every month.	administration section
	courses	THUMAN THE THE	
	3. Volunteers		

 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	1. Head of	1. Head of academic	1. Survey form.
instructional	academic section	section surveyed the	2. A report of
management	2. Teachers for	student requirement of	summary results
and earning	career courses	learning career courses at	CLATRII
income	3. Students	the first week of the first	UUIIIU
during learning	right [©] by	semester. 2. To propose the survey	niversity
AII	righ	results to administrator to approve the operations.	rved

 Table 15: (Continued)

factorsperson (s)/duration1. Head of1. To conduct a meeting1. The app	ointment
1. Head of 1. To conduct a meeting 1. The app	ointment
	or the career
administration for the career courses. courses	
section 2. To appoint the 2. Publish	to
2. Teachers for assignment to the educational	al network
career courses 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. Head of 1. To provide the career 1. An action	on plan
academic section courses in the period of 2. A lesson	-
2. Teachers for moderate class, more career activ	-
	nary report
3. Students provide the cooperative of operating	• •
shop concerning selling teaching	8
the career production.	
1. Head of 1. To appoint the 1. The app	ointment
academic section instructional supervision the instruc	
	n committee
1	nary report
of career teaching of supervision	• •
career teac	
	nary report
academic section operational results of of the oper	
2. Teachers for career teaching. results of c	I II V
career courses teaching.	
2. A report	
annual ope	
results (SA	

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
_	1. Academic and instruction section 2. Committee of the student rehabilitation Committee of the student rehabilitation 1. School director 2. School deputy	- To appoint committee for student rehabilitation before the school was opened. - 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. To provide the rehabilitation activities by the occupational therapy throughout the academic year. 2. To supply the equipment for the student rehabilitation 1. Head of academic administration section	1. The appointment the administrative committee according to school structure 2. MOU (Memorandum of Understanding) 1. A meeting record 2. Project 1. Time table for the service of the student rehabilitation 2. Documents for purchasing and supplying the equipment 1. A report of learners' development
តិបត់ Copy	2. School deputy director 3. Head of academic administration section	student rehabilitation 1. Head of academic	1. A report of
AII	rign	problems or impairments, the learning exchange to improve the operational development throughout the academic year.	rvea

 Table 16: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	duration/	
		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	
	6 91	operation results once	
	// a.b	per semester.	

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

Input	Responsible	Operational methods	Related documents
factors		/duration	55 Comments
1.14 Learner development activities	person (s) 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	- The appointment the personnel for the learner development activities
ada Copy A I I	1. Head of the learner development activities division	development activities 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 interestA record of activity club

 Table 17: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	2. Head of the	2. Head of the learner	- A lesson plan of boy
	learner	development activities	scout and junior red
	development	division supervised,	cross
	activities division	monitored, and followed-	
	3. Teachers and	up the operation in	
	relevant	accordance with the	
	personnel	action plan.	
	4. Students	3. Head of academic	
	90	administration section	
	00	supervised, monitored,	
		and followed-up the	
		operations.	31//
	1. Director	1. Students conducted	- An evaluation form
	2. Head of	self-assessment and	and a summary results
	academic	participatory activities	of learner
	administration	2. Teachers and relevant	development activities
	section	personnel evaluated	
	3. Head of the	activity management.	500
	learner	3. Head of the learner	
	development	development activities	4
	activities division	division	8
	4. Teachers and	4. Head of academic	
	relevant	administration section	
	personnel	supervised, monitored,	
	5. Students	and followed-up the	
	TA A	operational evaluation of	
		personnel to accept the	
		operational results and	
9 9	S	reported to director.	?
808	insura	5. The director followed-	agiki
		up the operational results	
Copy	right [©] by	and gave some	niversity
4	•	recommendations in	
AII	righ	operating activities and	rved
	O	accepted the operational	
		results.	
		6. Committee of the	
		learner development	
		activities collaborated the	
		solution guidelines and	
		to develop the	
		operations.	

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

 the effectiveness of education management

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
1.15	1. School director	- To appoint committee	- The appointment of
Network	2. Head of	of the network	committee
development	division	development to promote	
to promote		the effectiveness of	
the		education management	
effectiveness	- Committee of	- To conduct a meeting	1. A meeting report
of education	the educational	the relevant personnel of	2. A meeting record
management	network	student activity	
	development	management.	
		- To conduct activities by	30//
		the determined date.	
///	1. Relevant	- To conduct activities in	1. An appointment
	persons	accordance with the	2. Pictures
	2. Students	approval.	\\
	3. Committee of		202
	the educational		
	network	The state of the s	308
	development		4
	1. Relevant	1. To fill the form of	- An activity
	persons	activity management.	evaluation form
	2. Students	2. To collect data.	7
	3. Committee of		Y //
	the educational	SI	
	network	THERE	
	development	UNIVE	
	1. Relevant	1. To collect data from	- A result summary
	persons	the evaluation of activity	form of activity
ลิมล์	2. Students	management.	management
CIUC	3. Committee of	2. To collect problems in	OUTHU
Com	the educational	activity management and	nivorcity
Copy	network	guidance and solution	niversity
	development	guidelines.	rvad
A	- Committee of	1. To report the activity	- A result summary
	the educational	management.	form of the operations
	network	2. To propose problems	
	development	and solutions.	

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

Input factors	Responsible	Operational methods	Related documents
input inctors	person (s)	/duration	
2.1 Personnel	1. School director	1. To assign the	1. The regulation of
administration	2. Head of	responsibility to	temporary employee.
section	personnel	personnel in accordance	temporary emproyee.
50011011	administration	with the determined roles	
	section	and duties.	
	3. Heads of	and daties.	
	divisions in		
	administration	101018	
	section	18 HO	
	1. The regulation	1. To develop personnel	1. The official
	of temporary	in a variety of methods.	appointment
	employee.	2. To give morale in	2. Pictures
	8	operations.	63
	1. Head of	1. To supervise, monitor,	1. A supervision form
	personnel	and follow-up the	2. A report of
	administration	operational results.	operational results
	section		535
11 5	2. Heads of	定 33	500
	divisions in		
	personnel	N * / /	4
	administration	\mathcal{M}	9
	section		
	1. Head of	1. To summarize and	1. A report of
	general	report the operations	operational results
	administration	once per semester, twice	
	section	a year.	
	2. Heads of	UNIT	
	divisions in		
0 0	personnel	2 0	? '
ลขส	administration	ายาลัยเชีย	191KH
41041	section		0 +1110

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

Input factors	Responsible	Operational methods	Related documents
	person (s)	/duration	
2.2 Plan and	1. School	1. To plan / prepare a	1. A manual of
budget	director	manual of section	administration
administration	2. Head of plan	administration /	section.
	and budget	regulation / task	2. The appointment
	administration	guidelines before school	of personnel
	section	was opened 1 week.	_
	3. Heads of	2. To collaborate all	
	divisions in plan	sectors in order to	
	and budget	prepare information.	
	administration	3. To appoint teachers	30
	section	and personnel to be	Z' \\
	9.	responsible in plan and	95
// (budget administration	
	1 / (2)	section.	
1 2	1. Head of plan	1. To organize	1. A manual of
	and budget	activities/projects of	administration
	administration	plan and budget	section.
	section	administration section in	2. The appointment
	2. Heads of	accordance with policy,	of personnel
	divisions in plan	activities and procedures	3. An operational
	and budget	in accordance with	plan of section
	administration	school internal	4. An annual action
	section	assurance (PDCA).	plan
	MAT	2. To supervise,	5. A report of the
	.41	monitor, follow-up the	operations
		operations of activities /	
	e)	projects.	
818	nêllkol	3. To evaluate the	1.5 (121)
ลิขสิ	HOND.L	3. To evaluate the operational results in	บบเมก
		accordance with	
Соруг	right by	activities / projects to	niversity
		define in section.	
AII	rign	rese	rveu

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

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
2.3 General	1. School director	1. To plan / prepare a	1. The appointment
administrati	2. Head of general	manual of section	of personnel
on	administration	administration /	2. A manual of
	section	regulation / task	general
	3. Heads of	guidelines before school	administration
	divisions in general	was opened 1 week.	section
	administration	2. To collaborate all	3. Information
	section	sectors in order to	4. An annual action
	6 913	prepare information.	plan
	ab	3. To appoint teachers	
		and personnel to be	
		responsible in general	
		administration section	6
	1. Head of general	1. To organize	1. An annual action
	administration	activities/projects of	plan
	section	general administration	2. A report of
	2. Heads of	section in accordance	operational results
	divisions in general	with policy, activities	3. An annual report
	administration	and procedures in	of educational
\\	section	accordance with school	management results
\\	151	internal assurance	(SAR)
	Section	(PDCA).	
		2. To supervise,	
		monitor, follow-up the	
		operations of activities /	
	YAI	projects.	
		operational results of	
9 9	9. 5	activities / projects to	?
ada	<u>insura</u>	define in section.	HOIKU
	1. Head of general	1. To summarize and	1. A report of
Copy	administration	report the operations.	activities / projects
	section	4	management
AI	2. Heads of	ts rese	results e
	divisions in general		2. An annual report
	administration		of educational
	section		management results
			(SAR)

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

 Administration

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
2.4 Student	1. School director	1. To plan / prepare a	1. The appointment of
affairs	2. Head of	manual of section	personnel
	student affairs	administration /	2. A manual of
	administration	regulation / task	student affairs
	section	guidelines before school	administration
	3. Heads of	was opened 1 week.	section
	divisions in	2. To collaborate all	3. Information
	student affairs	sectors in order to	4. An annual action
	administration	prepare information.	plan
	section	3. To appoint teachers	20
	4. Teachers in the	and personnel to be	7 '\\
	boarding school	responsible in student	6 5
		affairs administration	
	7 / 3	section.	
	1. Head of	1. To organize activities	1. The appointment of
11.5	student affairs	of student affairs	personnel
	administration	administration section in	2. A manual of
	section	accordance with policy,	student affairs
	2. Heads of	activities and procedures	administration
	activities / sports	in accordance with	section
	/ boarding school	school internal assurance	3. Information
	/ learner	(PDCA).	4. An annual action
	development	000	plan
	activities /	TERP	
	democratic	UNIVE	
	promotion /		
	prevent and drug		
8 48	solution divisions	Carro Carro	01 0 71211
COC	1. Head of	1. To supervise, monitor,	1. A student manual
	student affairs	follow-up the operations	2. A manual
Copy	administration	of personnel in student	dormitory
A Î Î	section	affairs administration	3. The school
AII	2. Heads of	section E S E	appointment
	divisions		
	1. Head of	1. To evaluate the	1. Information of
	student affairs	operational results in	student affairs
	administration	accordance with	administration section
	section	activities / projects to	2. A summary results
	2. Heads of	define in student affairs	of activities / projects
	divisions	administration section.	
	3. Students		

Table 22: (Continued)

Input	Responsible	Operational methods	Related documents
factors	person (s)	/duration	
	1. Head of	1. To summarize and	1. Information of
	student affairs	report the operational	student affairs
	administration	results.	administration section
	section		2. A summary results
	2. Heads of		of activities / projects
	divisions		2. An annual report
	3. Students		(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	Responsibl e person (s)	Operationa l methods	Indicators	Goals	Related documents
1. Planning	1. Basic	1. To define	1. There was	1. A school	1. An
(P)	school	a wide	a school	vision was	educational
	board	vision.	vision and	wide and to be	quality
ลิขส	committee 2. School	2. To define mission	mission. 2. There was	enable for implementation	developmen t plan
Copy	director 3.	covering a scope of	a school educational	2. A school mission was	2. An annual action plan
AI	Academic administrat	working. 3. To	quality developmen	clear, can be used	d
	ion	prepare an	t plan.	to achieve the	
	4.	educational	3. There was	goal.	
	Personnel	quality	a school	3. An	
	administrat	developmen	annual	educational	
	ion	t plan based	action plan.	quality	
		on the participation.		development plan based on	

Table 23: (Continued)

The components of the process	Responsibl e person (s)	Operationa l methods	Indicators	Goals	Related documents
2. Organizing (O)	5. Plan and budget administrat ion 6. General administrat ion 7. Student Affairs administrat ion 8. Teachers and personnel 1. Basic school board committee 2. School director 3. Academic administrati on 4. Personnel administrati on 5. Plan and budget administrati ion 6. General administrati on 7. Student affairs administrati on 7. Student affairs administrati on	1. To prepare an annual action plan 1. To prepare an organization al 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 organization al 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.	all sectors' participation. 4. An annual action plan covered all project activities of all work. 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 organization al 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
process	8. Teachers and personnel	3. To prepare learning resources and building sites adequately and appropriately. 4. To prepare instructional media and educational	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) Copy	1. Basic school board committee 2. School director 3. Personnel administration	technology. 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. Registratio n and biology of teachers and school personnel 3. Operational standards of personnel administrati on section 4. 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) Cop A	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.	3. The teachers and school personnel were developed. 4. The teachers and school personnel worked in teamwork. 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.	received data and information correctly, the data and	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
		กมยา		3. The school director could lead school to achieve goals.	
5.	1. School	1. To	1. There	1. Tasks and	1. A
Controlling	director	supervise,	were	activities /	supervision
(C)	2. Academic	monitor,	supervision,	projects in	note
	administrati	follow-up,	monitoring,	each	2. A
	on	and give	following-	division	summary
	3. Personnel	some	up	were	report of
	administrati	suggestions.	activities /	supervised	activities /
	on	2. To report	projects of	from the	projects
	4. Plan and	an	all	responsible	3. An
	budget	operational	divisions	persons 90	educational
	administrati	result.	2. There	percent.	quality
	on 5 Canada	3. To	was a	2. To	developme
	5. General	improve and	report	summarize	nt plan 4. An
,	administrati	task	summary	activities /	•
	on 6. Student	development.	the	projects after the end of	annual
	affairs	AT TINTI	operations of activities	the end of	action plan
	administrati	UNI	/ projects of	operations	
	on		all	90 percent.	
0 0	on	0	divisions	3. The	
ลขล	์ทธมห	เวากย	result.	supervision	
41041			3. There	results were	
Сору	right [©]	by Chiar	was a	leading to	V
A	•	1 4 -	solution	solve the	'
AII	rıg	nts	leading to	problems	a
			improve	and	
			and to	development.	
			develop.		

Table 23: (Continued)

The components of the process	Responsible person (s)	Operational methods	Indicators	Goals	Related documents
6.	1. School	6.1 To	1. The job	1. Ninety	1. A job
Motivation	director	provide free	satisfaction	percent of	satisfaction
(M)	2. Personnel	food and	of	teachers and	form
6.1 Welfare.	administrati	medical care.	personnel.	personnel	2. A
6.2 Compens	on	6.2 The	2. Statistics	satisfied in	statistics of
ation.		compensation	of	performance	performanc
6.3 Promotio	0	4 10 1 - 1	personnel		e
n.	90	promotion w	resignation	2. Not more	3. A
6.4 Promote		as	/ relocation	than 5	biology
self-	29'	considering	3. Teachers	percent of	form (กพ. 7)
development.	9.	by the	and	personnel	4. A
6.5 Study	0 /	performance	personnel	resigned and	summary
visit both in		fairly.	had been	relocation.	report of activities /
the country		3. To provide teachers to	developed	3. Personnel	
and foreign countries.	5	1 1 1	at a higher academic	had been	projects
countries.	Y'	be developed in	\	developed at a higher	
	\bigcirc	all forms and	standing.	academic	
1	76	thoroughly at		standing 100	
	T.C.	least 20		percent.	
	17/	hours per		percent.	
		year per		, y	
		person.	105		
		3. To	VER		
		provide the			
		study visit			
22	· ~ ~ ~ · ·	both in the	25	7.	
a 2 a	nsur	country and	าลยเข	SUOIN	IJ
		foreign			
Сору	right [©]	countries at	ig Mai l	Jniversit	У
A 1 1	• -	least once a			
AII	rig	year.	rese	erve	Cl

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

 Table 24: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
and equality:	2. To interview	1.2 Students	accordance	(IEP)
The visually	school personnel	were	with the	4. A summary
impaired	and relevant	developed the	individual	report of
persons	persons.	potential	special needs.	academic
received the	3. To observe.	according to		potential
opportunities	4. To examine	Individual		(Science-math
and equality in	related	Education Plan		camp, English
basic education.	documents and	(IEP) with a	.65	camp)
1.2 Higher	evidences.	variety of	- 21	5. A summary
Educational	N. /	models and		report of
Opportunities:	i / //	methods.	1 1 5 1	promoting the
The visually	(July	1.3 Students		excellence of
impaired	(3)	were cared and	20%	music and
persons who		assisted in		sports
graduated the	^	accordance		6. A summary
basic education		with the	74	report of
to be able to	9	special needs.		educational
enter the higher		164411		management
education both		1 30 60		for
in the public	MAI		CI)	employment.
and private	MAT	TIMITIER	3	7. A annual
universities.	11	UNIVE		report (SAR)
1.3 Career				
opportunities:	5	1001000	?	
The visually	ig nu ij	ทยาลย	logoi	nIJ
impaired	-b+C by	Chione M	i I Inivar	14.
persons who	gnt by t	Chiang Ma	ai Univer	SILY
had completed	right	s re	serv	e d
basic or higher			5 6 1 7	
education to				
have the career				
opportunities to				
work both in the				
institutions or				
establishment.				

- 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			20%	
components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
2. Quality of	1. To interview	1. The	1. Students had	1. A summary
learners:	school	percentage of	academic	report of
Quality of	personnel and	students were	achievement	learners' moral
learners of the	relevant	developed and	passed the	and ethical
educational	persons.	the quality	criteria	development
institutions for	2. To observe	evaluation	determined by	towards civil
the visually	the students	results:	the institution.	state school
impaired	characteristics	1.1 Students	2. Students had	2. A summary
persons.	(An	were physical	physical health	report of
2.1 Students	expression)	health and	assessment	desirable
had good	3. To examine	social S	according to	characteristics
quality of life	documents and	psychosocial	the standards of	3. A summary
with the	related	characteristics	Ministry of	report of health
physical,	4. To examine	in accordance	Public Health.	operations
mental and	authentic	with disability.	3. Students	4. A summary
intellectual	evidences such	1.2 Students	lived together	report of care
readiness.	as student	were evaluation	in the boarding	and support
	awards, student	in terms of	school with	student system
	certificates.	morality and	happiness and	desirable
		ethics.	assist one	characteristics

 Table 25: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
2.2 Students		1.3 Students	another.	5. A summary
had moral		had been	4. Students	report of
principles and		promoting life	received	promoting the
emotional		skills and had	awards,	excellence in
maturity to be		the ability to	certificate in	terms of music,
able to face the	6 91	adjust to be	terms of	sports
problems and	90	able to live	academic,	6. A summary
events of the		with others in	music, sports in	report of
global	9 / <	society.	regional and	educational
changing.	3.	1.4 Students	National level.	management
2.3 Students		were developed	5. Students	for
had knowledge	1 3	to find out their	could earn a	employment.
and life skills,	2 7	aptitudes and	living by	7. A annual
career skills for		their abilities to	themselves.	report (SAR)
the conduct of		conduct their		
self-serving in	2	careers.		
the future.		1.5 Graduated	1 9 /	
2.4 Students	TANG MAI	students could		
were able to		be employed		
rely on	M	for income to	251//	
themselves	AAI	raise		
without the		themselves.		
burden of	C.	2. Awards,		
family, society,	าริบหาร	certificates	નાજુકામ	KII
community.		students		1113
Convri	ght [©] hy	received.	ai Univer	sitv

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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
outcomes 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.	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.	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	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.	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
		year round.		monnation

Table 26: (Continued)

The components of the output / outcomes	Operational methods	Indicators	Goals	Related documents
3.2 Schools				
had the				
learning				
exchange				
between		101912		
educational	0 91	HI WA	9/	
network and	90	7.0	(B)	
share using			300	
save resources	9, / <			
and maximal	3.	从		
benefit.		111111111111111111111111111111111111111	7151	
3.3 There	1 3			
were the	2 \	= (n)	502	
network parties		The st	1500	
of community,				
social, parents				
sectors to			2 / 9 //	
participate in	Z.			
educational	10	maga and		
quality	MAL		25)	
development of	MAI	IINIVE		
the educational		OTT		
institutions.	2			

ลิขสิทธิ์มหาวิทยาลัยเชียงใหม่ Copyright[©] by Chiang Mai University All rights reserved 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

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Date of birth

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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 <u>Expert</u> in Northern School for the Blind Under the Patronage, of the Queen

Chiang Mai.

2005 School director, academic standing of <u>Specialist</u> 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.

