

Developing a proactive supervision model to enhance teachers' competence in active learning through professional learning communities (PLCs) that impacts student quality development at Sabotwittayakan School Lopburi Secondary Educational Service Area Office.

Mrs. Wanwimon Thongngam

Director School Sabotwittayakan School. The Secondary Educational service Area Office Lopburi

Abstract

This research aims to: 1. study the components of internal supervision; 2. develop an integrated supervision model to enhance teachers' competencies in active learning; 3. test the integrated supervision model to enhance teachers' competencies in active learning; and 4. evaluate the integrated supervision model to enhance teachers' competencies in active learning. The research methodology was divided into four steps: Step 1: Studying the components of internal supervision; Step 2: Developing a supervision model; Step 3: Pilot testing the internal supervision model; and Step 4: Evaluating the internal supervision model. The data providers consisted of 22 people, comprising 19 teachers and 3 educational supervisors. The research tools used included document synthesis, semi-structured interviews, and questionnaires. Statistical methods employed included the median, interquartile range, percentage, mean, and standard deviation.

The research findings revealed that: 1. The study of internal supervision components consisted of 5 elements and 5 steps. 2. The development of an internal supervision model also consisted of 5 elements and 5 steps. 3. The overall effectiveness of the internal supervision model using the mentoring process was at the highest level. 4. The evaluation of the internal supervision model using the mentoring process concluded the following: 1) Overall, academic achievement in core subjects for students in grades 7 to 12 showed a improvement before and after the intervention. 2) Teachers' teaching competence was at a high level overall. 3) Satisfaction with the internal supervision model using the guided supervision process was at a high level overall.

Keywords: Internal supervision Active learning competencies

1. Introduction

The National Education Act of 1999 (amended by the second amendment in 2002 and the third amendment in 2010) emphasizes the importance of effective teaching and learning. As stipulated in Section 6, education must aim to develop Thai people into complete human beings, possessing physical, mental, intellectual, knowledgeable, moral, and ethical qualities, as well as cultural skills for living happily with others. Referring to Section 22, education must adhere to the principle that all learners have the ability to learn and develop themselves, with the learner being the most important. The educational process must promote the natural development and full potential of learners (Office of the National Education Commission, 2010). Educational institutions have many approaches to implementing their missions according to the policies of the National Education Act. One method that educational institutions can use to operate systematically is educational supervision, which is a crucial process that directly affects the standards of educational

management and educational development at every stage. In particular, educational supervision at the basic education level is one process that significantly helps to raise the quality of education in schools. Educational supervision is a part of educational administration and a process whose primary goal is to help develop teachers' abilities and enhance their potential for collaboration between supervisors and supervised teachers. This process motivates teachers to improve their work and contributes to effective teaching, ultimately leading to improved student learning. Good management is key to organizational success; good educational supervision leads to good management (Office of the National Education Commission, 2010: 46). Numerous studies related to effective schools have shown that teachers who continuously improve their teaching have a significant influence on student academic achievement (Suthanu Srisai, 2014: 10). This reflects the importance and necessity of educational supervision in educational management and in enhancing the efficiency of schools or institutions. Especially for teachers, who are the primary instructors in the school system. Educational supervision has undergone changes or different focuses throughout different eras. However, the changes in each era share the same goal: the need to improve the quality of teachers' teaching. Educational supervision is a process that assists teachers in all aspects and makes them more qualified and effective instructors.

The internal supervision approach used to drive the development of educational quality in educational institutions needs a supervision model that is acceptable to teachers, leading to improved work practices, curriculum development, and collaborative learning between supervisors and those being supervised. Supervisors must possess the qualities of a mentor and a critical friend, and have skills in reflective coaching (Office of the Basic Education Commission, 2010: 67). Coaching supervision is a new supervisory innovation accepted by academics as a tool for supervision. It helps teachers systematically reflect on their own teaching and helps them understand what happens in the classroom. It is a process that emphasizes collaboration between supervisors and those being supervised in carrying out internal supervision together (Office of the Basic Education Commission, 2010: 112). It is a method of teacher development that is not rushed, but rather continuous development through the use of questions to stimulate thinking. Furthermore, the supervisor's role is that of a supporter, not an evaluator of supervision. The coaching model is a supervisory approach that helps those being supervised manage problems in their work by focusing on student participation in expected activities and enabling them to discover their best potential. Therefore, coaching-based internal supervision is one method to improve teaching and learning in educational institutions. Importantly, both the supervisor and the supervisee must continuously supervise to improve the quality of student education and ensure that students possess the characteristics aligned with the curriculum objectives. However, teachers receive guidance in self-development in teaching and teaching support through a variety of supervisory scope processes. This aligns with Mayuree Charoensiri (2015:117), who stated that coaching is an important process in helping to make learning management more effective. Key roles include school administrators and the supervisory network involved in educational supervision. It is an action to enhance the teaching capabilities of teachers in educational institutions, enabling them to manage learning effectively and to a high standard. The application of coaching techniques in educational supervision is one method that can help improve the quality of education in educational institutions more effectively. It is also a method of developing teachers' performance by focusing on achieving work goals. It helps teachers effectively apply existing knowledge and understanding, or knowledge gained from training, into practice. Coaching is a process based on the principle of co-construction, adhering to the principle that no one knows more than anyone else; everyone needs to learn together to discover solutions to problems independently. Therefore, each teacher can assist colleagues in making decisions about teaching problems, and it is a process that challenges teachers' abilities to think more abstractly. During the practice, teachers receive feedback as a result of evaluations. This information reflects the strengths and weaknesses of the practice, as well as various ideas to improve the effectiveness of the practice. This method is one way to help develop more effective teaching.

Based on the background and importance of the aforementioned issues, the researcher, as the administrator of Saraboth Wittayakarn School, prioritizes driving educational management within the school to develop the quality of students. Crucially, internal supervision is essential for developing and promoting effective and efficient teaching and learning. Supervision is considered a vital tool for improving the quality of education through participatory processes. If the school implements supervision in a format appropriate to its context, it will lead to improved teaching and learning quality and overall student development. To ensure that internal school supervision aligns with the needs and context of the educational institution, the internal supervision model is crucial and necessary for promoting the quality of teachers' teaching. Teachers are internal school personnel and possess the true understanding of the school's problems. Therefore, if school personnel are trained in conducting internal school supervision, they can best solve internal school problems. Thus, the researcher is interested in studying the development of a proactive supervision model to enhance teachers' competence in active learning through Professional Learning Communities (PLCs) and their impact on student quality development at Sabotwittayakan School, Lopburi Secondary Educational Service Area Office. The purpose of this is to obtain an internal supervision model that can be used in schools to promote the most efficient and effective educational management.

2. Methods

Research Objectives

1. To study the components of internal supervision for promoting teacher competencies in active learning through Professional Learning Communities (PLCs) and their impact on student quality development at Sabotwittayakan School, Lopburi Secondary Educational Service Area Office.
2. To develop an integrated supervision model to promote teacher competencies in active learning through PLCs, which impacts student quality development at Sabotwittayakan School, Lopburi Secondary Educational Service Area Office.
3. To test the integrated supervision model in promoting teacher competencies in active learning through PLCs, which impacts student quality development at Sabotwittayakan School, Lopburi Secondary Educational Service Area Office.
4. To evaluate the integrated supervision model in promoting teacher competencies in active learning through PLCs, which impacts student quality development at Sabotwittayakan School, Lopburi Secondary Educational Service Area Office.

Research Methodology

This research on developing an integrated supervision model to enhance teachers' competencies in active learning through Professional Learning Communities (PLCs), which impacts student quality development at Saraboth Wittayakarn School, Lopburi Secondary Educational Service Area Office, employed a research and development methodology divided into four stages:

Stage 1: Studying the components of internal supervision using a coaching-based supervision process to enhance teachers' learning competencies.

Stage 2: Developing an internal supervision model using a coaching-based supervision process to enhance teachers' learning competencies.

Stage 3: Implementing the internal supervision model using a coaching-based supervision process to enhance teachers' learning competencies.

Stage 4: Evaluating the internal supervision model using a coaching-based supervision process to enhance teachers' learning competencies.

Purposive sampling was used to select the sample group for this research, which consisted of 19 teachers from Saraboth Wittayakarn School and 3 educational supervisors, totaling 22 people.

Research Tools

1. Semi-structured Interview
2. Internal Supervision Behavior Study Form
3. Active Learning Competency Assessment Form
4. Satisfaction Questionnaire

Data Collection

- 1) The researcher held a teacher meeting to foster understanding regarding the study of teachers' competencies in facilitating the learning process.
- 2) The researcher collected data personally with the goal of collecting 22 copies, and all 22 copies were returned (100%).

Data Analysis

Data regarding teachers' teaching performance was analyzed using the mean ($\bar{X}$) and standard deviation (S.D.). The interpretation of the mean was based on the following rating scale: 5 is the highest, 4 is high, 3 is medium, 2 is low, and 1 is the lowest.

3. Results

Data Analysis Results

1. Teacher Competency Assessment Results in Active Learning

Table 1 Mean, Standard Deviation, and Overall Student Quality Level

Teachers' ability to manage active learning	$\bar{X}$	S.D.	rating scale
Skills in designing active learning management	4.33	0.48	high
Skills in writing active learning plans	4.38	0.51	high
Active learning management skills	4.38	0.45	high
Skills in measuring and evaluating the effectiveness of active learning	4.39	0.50	high
Average of all aspects	4.37	0.49	high

Table 1 shows that the supervised teachers have a **High** overall level of competence in managing active learning. After considering each aspect, the highest average score was found in the skill of measuring and evaluating active learning outcomes, which is at a high level ($\bar{X} = 4.39$, S.D. = 0.50). This was followed by the skill of writing active learning lesson plans, which is at a high level ($\bar{X} = 4.38$, S.D. = 0.51), and the

skill of managing active learning, which is also at a high level ($\bar{X} = 4.53$, S.D. = 0.57). The aspect with the lowest average score was the skill of designing active learning, which is also at a high level ($\bar{X} = 4.33$, S.D. = 0.48).

2. Results of the student quality assessment

Table 2 Mean, standard deviation, and overall student quality level

Student quality	$\bar{X}$	S.D.	rating scale
1. Good physical and mental health	4.37	0.56	high
2. Regarding morality, ethics, and desirable values	4.45	0.53	high
3. Thinking skills	4.35	0.55	high
4. Work ability	4.41	0.57	high
5. Academic achievement	4.41	0.47	high
6. Interest and eagerness to learn	4.29	0.56	high
Overall	4.38	0.54	high

Table 2 shows that the overall student quality after implementing the internal supervision model using the coaching and mentoring process to promote teachers' competence in active learning had a **High** mean score ($\bar{X} = 4.38$, S.D.= 0.54). After considering each aspect, it was found that all aspects were at a high level. The aspect with the highest mean score was morality, ethics, and desirable values ($\bar{X} = 4.45$, S.D.= 0.53). Following this were the ability to work ($\bar{X} = 4.41$, S.D.= 0.57) and academic achievement ($\bar{X} = 4.41$, S.D.= 0.47). The aspect of interest and eagerness to learn had the lowest mean score ($\bar{X} = 4.29$, S.D.= 0.56).

4. Conclusion

The researchers summarized the research findings as follows:

1. The study of the components of internal supervision using a coaching-based supervision process to enhance teachers' learning management competence comprises five components: Component 1: Principles of supervision; Component 2: Objectives of supervision; Component 3: Content of supervision; Component 4: Supervision process, which consists of five steps: Step 1: Planning and designing supervision; Step 2: Building understanding and preparing for supervision; Step 3: Implementing supervision using the coaching process; Step 4: Evaluating the supervision results; and Step 5: Reflecting on the results after supervision, and; Component 5: Guidelines for evaluating supervision.

2. The development of an internal supervision model using a coaching-based supervision process to enhance teachers' learning management competence comprises five components: Component 1: Principles of the model; Component 2: Objectives of the model; Component 3: Content of the model; Component 4: Supervision process with 5 steps as follows: Step 1: Planning and designing the supervision; Step 2: Building understanding and preparing for supervision; Step 3: Implementing supervision through a guidance process; Step 4: Evaluating the results of the supervision; Step 5: Reflecting on the results after supervision. ; and the 5th element: Evaluation Guidelines for the Model

3. The experiment using the internal supervision model with a coaching process to enhance teachers' learning management competencies yielded the following conclusions: 1) The internal supervision behavior

using the coaching process to enhance teachers' learning management competencies was at the highest level overall.

4. The evaluation of the internal supervision model using the coaching process to enhance teachers' learning management competencies yielded the following conclusions: 1) The academic achievement in core subject areas for students in Grades 7 (Mathayom 1) to Grades 12 (Mathayom 6) [secondary school] was compared before and after the experiment using the internal supervision model with a coaching process to enhance teachers' learning management competencies, showing an overall increase. 2) Teachers' learning management competencies were at a high level overall. 3) Satisfaction with the internal supervision model using the coaching process to enhance teachers' learning management competencies was at a high level overall.

Discussion of Results

1. The study examined the components of internal supervision using the coaching and mentoring process to promote teachers' competence in active learning. The methodology involved reviewing relevant theories, documents, and research on internal supervision and the coaching and mentoring process to enhance teachers' competence in active learning. Interviews were also conducted with nine experts regarding internal supervision using the coaching and mentoring process to promote teachers' competence in active learning. The study found that the internal supervision model using the coaching and mentoring process comprises five components: Component 1: Supervision principles; Component 2: Supervision objectives; Component 3: Supervision content; Component 4: Supervision process, with 5 steps: Step 1: Planning and designing the supervision; Step 2: Building understanding and preparing for supervision; Step 3: Implementing supervision through a coaching process; Step 4: Evaluating the supervision results; Step 5: Reflecting on the results after supervision; and; the 5th component is the guidelines for evaluating supervision. After considering the components of internal supervision using the coaching and mentoring process to promote teachers' competencies in active learning, it was found to be consistent with the theoretical concepts used by the researcher as a conceptual framework for this research. In addition, it is consistent with the research by Wachira and Chawalit (2018), which stated that the development of a supervision model using a coaching and mentoring process to promote 21st-century learning potential in schools under the Office of the Basic Education Commission, Chiang Mai Province, that research found that the supervision model using a coaching and mentoring process to promote 21st-century learning potential in schools under the Office of the Basic Education Commission, Chiang Mai Province, called "PPLCAPlus," using the ADDIE Model of systems design as the basis for the research, resulted in a supervision model consisting of 3 important parts. The research identified three parts: principles, key conditions, and components of the five-part model, which consists of: 1) Preparing knowledge before supervision (Preparing: P); 2) Planning and designing supervision (Planning: P); 3) Learning and sharing in supervision practice (Learning and Sharing: L); 4) Supervision through guidance and mentoring processes (Coaching and Mentoring: C); and 5) Reflection after supervision (After Action Review: A).

2. The results of developing an internal supervision model using a coaching and mentoring process to promote teachers' competence in active learning revealed five components: Component 1: Principles of the model; Component 2: Objectives of the model; Component 3: Content of the model; Component 4: Supervision process with five steps: Step 1: Planning and designing supervision; Step 2: Building understanding and preparing for supervision; Step 3: Implementing supervision with the coaching process; Step 4: Evaluating the supervision results; and Step 5: Reflecting on the results after supervision, and; Component 5: Guidelines for evaluating the model. Based on the research results, the researcher systematically developed the internal supervision model by studying concepts, theories, documents, and related research on the components of internal supervision and the coaching process, as well as interviewing

experts to draft the model. For the model development part, 17 experts were consulted using the Delphi Technique in three rounds to check for accuracy, consistency, and to ensure the effectiveness of the resulting model. In line with Waropengsawat (2010), who stated that the development of the model at this stage must rely on rational principles as a fundamental basis, Generally, the study at this stage will have the following sub-steps: (1) Studying relevant documents and research to analyze and synthesize the information obtained into a draft research framework; (2) Studying from the real context, such as studying the current state and problems of the operation of the organization and studying the opinions of relevant individuals (stakeholders). The study methods may include interviews, questionnaires, surveys, focus group discussions, etc. For case studies or multiple cases, successful organizations or those with good practices in the subject being studied will be used as important information in developing the model. Studying information from experts or qualified persons, the study methods may include interviews and focus group discussions, etc.; (3) In this stage of model development, the researcher will use the information obtained in steps (1) and (2) to analyze and synthesize to define the research framework. The Delphi Technique or Focus Group Discussion research process was used. Furthermore, Chatsumon Phruthipinyo (2010) mentioned that the consideration and consensus of a group of individuals is achieved when the median of a statement is not lower than 3.50 or 4.50, the absolute difference between the median and the mode does not exceed 1.00, and the interquartile range does not exceed 1.50. This is consistent with the research by Charun Nuammano (2019), who researched the development of an internal supervision model to improve teachers' competencies in English language learning for secondary schools in the Northeast region. The research found seven components: Component 1: Principles of the model; Component 2: Objectives of the model; Component 3: Operational mechanisms; Component 4: Content of internal supervision; Component 5: Internal supervision process; Component 6: Evaluation of the model; and Component 7: Conditions for successful model implementation. It can be concluded that the results of the internal supervision model developed by the researcher using a coaching process to enhance teachers' teaching competence are consistent with the aforementioned research.

3. The results of the internal supervision model using the coaching process to enhance teachers' learning management competencies yielded the following findings:

The experimental use of the internal supervision model employing the coaching and mentoring process to promote teachers' competencies in active learning was studied through an examination of the internal supervision behaviors using the coaching and mentoring process. The study found that the overall internal supervision behaviors using the coaching and mentoring process to promote teachers' competencies in active learning were at the highest level. Specifically, the supervisors' behavior included having good interpersonal skills, being friendly and approachable to those being supervised, possessing a positive vision, demonstrating leadership in both knowledge and behavior, and being enthusiastic. These qualities served as excellent role models, providing opportunities for those being supervised to express their opinions and collaborate in developing the internal supervision process, fostering intellectual freedom and creative work, which were the aspects with the highest average scores. The test used an internal supervision model employing a coaching and mentoring process to promote teachers' competence in active learning. The results were accurate and complete. The systematic and continuous implementation of the internal supervision model aimed to transform supervisors into leaders who were enthusiastic and could serve as good role models. Furthermore, it resulted in the highest level of internal supervision behavior among supervisors. This aligns with the research by Suphalak Meepan (2019), which indicated that the internal supervision model for inclusive education in Bangkok Metropolitan Administration schools showed that the skills and behaviors of supervisors and the learning management skills of special education teachers exceeded the set average of 75% for all participants. It also aligns with the research by Narintabut Phrom (2019), which investigated the internal supervision model for the sustainable development of education management in Bangkok Metropolitan Administration schools. This research found that the overall evaluation of internal supervision skills and behaviors for the sustainable development of education management, according to the opinions of educational supervisors, was at a high

level.

4. Evaluation Results of the Internal Supervision Model Using the Coaching and Mentoring Process to Enhance Teachers' Competencies in Active Learning

The study of student achievement in core subjects before and after the implementation of the internal supervision model using the coaching process to enhance teachers' competencies in active learning showed that the overall academic achievement in core subjects for students of all grade levels increased by 10.27%. Due to the use of the internal supervision model using the coaching and mentoring process to enhance teachers' competencies in active learning, supervisors and those being supervised gained knowledge and understanding of the principles, concepts, and methods of internal supervision using the coaching and mentoring process to enhance teachers' competencies in active learning. This includes components encompassing principles, objectives, content, process, and evaluation guidelines. Specifically, the coaching-based internal supervision process has clear procedures and requires prior preparation to ensure personnel readiness, supporting factors, and a collaborative atmosphere between supervisors and those being supervised. This involves studying the problems, identifying needs, and jointly setting learning goals during the supervision process. Furthermore, there is an exchange of experiences and suggestions for improving the work together to create practical options for implementation after the supervision. Supervisors provide opportunities for those being supervised to reflect on their opinions in order to obtain key principles for improving and developing the learning process and leading to continuous collaborative planning. Those being supervised feel encouraged by the positive relationship with their supervisors. In addition, the five components of the internal supervision model using the coaching and mentoring process (Coaching and Mentoring) are utilized, especially component 4, the five-step supervision process with 52 indicators, as well as the manual for using the coaching and mentoring internal supervision model developed by the researcher.

This research can stimulate behavioral change and enhance teachers' learning management competencies, resulting in a higher mean score comparison across all core subject areas for students at all grade levels. This is consistent with the research by Nirut Nantamas Wangnara (2018) and Chompunuch Yothee (2015), which found that internal school supervision is a collaborative process among administrators and teachers within the school that aims to foster cooperation and mutual assistance in improving the effectiveness of teachers' teaching, ultimately leading to higher educational quality for students. The results of a study on teachers' teaching competence after implementing an internal supervision model using a coaching and mentoring process to enhance teachers' teaching competence showed that, overall, their competence was at a high level. The results stem from teachers receiving supervision using a coaching-based internal supervision model based on a coaching and mentoring system to promote teachers' competencies in active learning, as developed by the researcher. Participating teachers have applied the six competencies to student development: curriculum and learning management, student development, classroom management, research synthesis for student development, teacher leadership, and community relations and collaboration for learning. In line with the concept of Poompoon Romsri (2015: 44), the aim of internal supervision is to improve and develop teachers' teaching effectiveness to achieve the highest possible learning outcomes for students. This aligns with the research of Charun Nuammano (2019), which investigated the development of an internal supervision model to enhance teachers' competencies in English language learning for secondary schools in the Northeast region. The study found that the assessment of teachers' learning management abilities after internal supervision showed a very good level of competence. Research indicates that the overall satisfaction level of school boards and teachers with the internal supervision model using a coaching and mentoring process to promote teachers' competence in active learning was at the highest level. This demonstrates that internal supervision using the coaching and mentoring process to enhance teachers' competence in active learning helps develop teachers and educational personnel to have greater knowledge and understanding, greater willingness to work, and alignment with their goals. It also helps stimulate new ways of thinking among teachers and helps develop quality teaching and learning activities, improving the

quality of education to a more consistent standard. This model also boosts teacher morale, encouraging them to work diligently to make internal school supervision effective and achieve the set objectives. This is because internal supervision using a mentoring process aims to help teachers effectively organize learning activities for students. Supervisors provide guidance, advice, and assistance to ensure teachers can continuously organize learning activities. Supervisors help teachers analyze themselves to create quality learning activities in various environments and overcome obstacles in organizing learning activities. This results in the highest level of satisfaction among those being supervised. This aligns with the research by Suphalak Meepan (2019), which investigated the internal supervision model for inclusive education in Bangkok Metropolitan Administration schools. The evaluation of satisfaction with the use of the internal supervision model for inclusive education in Bangkok Metropolitan Administration schools showed that overall satisfaction was at a high level. Furthermore, this aligns with the research by Rasmi Phukandan (2019), which studied the development of a team-based internal supervision model in secondary schools. The research found that the internal supervision team was highly satisfied with the use of the team-based internal supervision model overall. The research also indicated that the teachers receiving internal supervision were highly satisfied with the team-based internal supervision model overall.

Acknowledgements

Suggestions for applying the research findings:

1.1 A policy for internal supervision using a coaching and mentoring process to promote teachers' competence in active learning should be clearly defined in the administrative structure.

1.2 Collaboration in the implementation of internal supervision using the coaching and mentoring process to promote teachers' competence in active learning should be encouraged.

1.3 All parties should be encouraged to participate as much as possible in every stage of the internal supervision process using the coaching and mentoring process to promote teachers' competence in active learning. To ensure all personnel have knowledge and awareness of their own value:

1.4 The results of supervision should be used as information for school administrators and teachers in planning supervision to develop teachers' learning activities in the next supervision session.

1.5 The results of each supervision session should be summarized and reported, and the results should be communicated to relevant parties, using a coaching and mentoring process to promote teachers' competence in active learning.

Suggestions for future research:

1. Research and development of academic administration models in educational institutions should be conducted.

2. Research and development of models for teachers' learning management in the digital age should be conducted.

3. Research and development of internal supervision models to enhance teachers' learning competence in other ways should be promoted, such as collegial supervision, collaborative professional development supervision, and clinical supervision.

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