

4 The levels of PSF competence development

	Beginner	Competent	Proficient	Mastery
K1 how students learn	(K1-1) generally understand what learning is and how their students learn	(K1-2) begin to apply knowledge of how student learn to adapt the role of teaching to improve learning process and the intended learning outcomes.	(K1-3) integrate knowledge of how student learn to effectively improve student' learning and the achievement of the intended learning outcomes	(K1-4) lead colleagues to select and develop teaching strategies to improve student learning. AND actively contribute to learning and teaching research community
Evidence: course materials/resources, peer review documentation, student feedback				
K2 PCK	(K2-1) Understand the content in the areas of their expertise well enough to identify the main concepts , and articulate the evidence of learning of such concepts.	(K2-2) classify the content and able to generalise, relate, and simplify concepts to reduce students' misconceptions.	(K2-3) effectively formulate subject content knowledge for the purpose of teaching using appropriate subjectspecific technique/ methods/procedures	(K2-4) strategically transform and represent difficult concepts/ideas in the way that make sense to students.
Evidence: course outcomes, course materials/resources, peer review documentation, student feedback				
K3 Resources and tools	(K3-1) choose appropriate instructional resources based on K1-1. Coordinate classroom resources and space to promote learning and ethical use of ICT in learning.	(K3-2) effectively design and tailor instructional resources based on the appropriate application of K1-2 and K2-1 to facilitate the achievement of intended learning outcomes	(K3-3) based on A3-2, measure the effectiveness by using scientific methods to prepare, design and continuously improve instructional resources.	
Evidence: course materials/resources, peer review documentation, student feedback, copies of publications				
K4 Curriculum Design	(K4-1) effectively align learning outcomes to program-level learning outcomes and explain the relationships between own subject outcome and other related program elements.	(K4-2) successfully improve curriculum design/processes towards the achievement of program-level learning outcomes (PLO).	(K4-3) design a new curriculum in own and related disciplines to intentionally guarantee program-level learning outcomes aligned with all stakeholder requirements by considering the diversity of learners.	(K4-4) based on K4-3, guide other program designers to professionally design outcome based curricula.
Evidence: course learning outcomes, course syllabus, curriculum/program document/report, curriculum analysis results, peer review documentation, copies of publications				
K5 higher education system and its quality		(K5-1) recognise, associate and identify quality parameters effecting education quality of own program	(K5-2) evaluate and successfully improve KMUTT process, policy, or related education systems to guarantee the program level learning outcomes	(K5-3) lead others on how to plan, manage, and organise a quality assurance system in Thailand higher education.
Evidence: records of contributions and impact on quality improvement at program/university/national/international level, copies of publications, records of contribution and impact, letter of invitation				

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A1 Course design and planning	(A1-1) design course structure, activities, assessment, and lesson sequences based on <i>course learning outcomes</i> that are explicit, challenging and achievable.	(A1-2) breakdown learning outcomes to small/achievable steps and design coherent session plans including assessment strategies, stretching assignments, and instructional strategies for each of them	(A1-3) modify and improve lesson plans to promote a culture of high expectation. AND teach/support colleagues to design, evaluate, and improve the effectiveness of their course design	
Evidence: lesson/learning plans and Peer/mentor review documentation, session materials, students feedback, module evaluations				
A2 Supporting student learning	(A2-1) Identify strategies/teaching approaches to support the achievement of learning outcomes and to promote inclusive and positive student participation and engagement	(A2-2) Facilitate learning using strategies developed from a combination of K-2, K2-1, K3-2, and results from A3-2 to engage, and support student learning as well as to maximise the achievement of intended learning outcome planned in A1-2.	(A2-3) (at least for advisee) diagnose individual learning need and successfully support individual student's learning to get the best out of him or her. AND support colleagues to evaluate the effectiveness and quality instruction.	
Evidence: gains in student achievement, Lesson plan, review documentations from classroom observations, by peers, principals or external evaluators, session materials, students feedback&ratings,teacher self-reports, module evaluations, teacher portfolios, analysis of classroom artefacts				
A3 Assessment for learning and teaching evaluation	(A3-1) identify a range of timely and effective assessment strategies to assess course learning outcomes.	(A3-2) provide timely, effective and appropriate feedback in relative to student' learning goals. AND Include formative assessments as an integral part of assessment plan. AND analyse assessment results for teaching strategy improvement.	(A3-3) support colleagues to evaluate the effectiveness of their approaches to student assessment and teaching evaluation.	
Evidence: assessment tools, strategies and activities, student evaluations, external examiner comments, assessment analysis result, assessment strategies redesigned, peer/mentor review documentation				
A4 Contributing to educational development		(A4-1) Contribute to the University's educational development projects	(A4-2) Actively participate in national or regional scale development in higher education.	(A4-3) develop, and implement high impact policies, and processes for development of Thai higher education. OR design educational framework/concept to enhance quality improvement of student learning to benefit the international society
Evidence: copies of publications, records of contribution and impact, peer/mentor review/recommendation documentation, membership/engagement records from communities participated.				

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V1 Compassion and care for learning development	(V1-1) is concerned with students' academic and non-academic problems. Provide opportunities for open communication to all students and willingly assist students in respond to the diversity of their learning performance, prior knowledge, cultural backgrounds and interests.	(V1-2) create a climate in which students want to do their best and build constructive and effective relationships with students.		
	Evidence: student feedback, peer/mentor review/observation documentation, course evaluation, teacher selfreport			
V2 Professional development	(V2-1) continuously participate in activities for self-improvement/teaching professional development.	(V2-2) actively seek feedback from others to determine areas in which he or she can improve and apply constructive feedback from colleagues to improve professional practice.	(V2-3) Initiate collaborative relationships OR actively engage in community of practice to expand professional learning opportunities	
	Evidence: records of professional development undertaken, peer/mentor review documentation, membership/ engagement records from communities participated.			
V3 Contribution to professional community			(V3-1) Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning both nationally and internationally	(V3-2) influence others by being a role model and inspiration in such a way that build intrinsic motivations, ethical behaviours, and passions in teaching for all-rounded human development of students
	Evidence: Details of contributions to professional networks, invitation letters at national and international levels, student feedback, peer review documentation, prizes/awards of contributions to professional community.			