

**KMUTT C4ED**



# KMUTT Professional Standards Framework for teaching and supporting learning - KMUTT PSF

Prepared for: Bundit Thipakorn, VP for Educational Development

Prepared by: Klangjai S. T. and Sakol T.

28 April 2016

Proposal number/name: PSF-Conceptual release 1.0

## KMUTT C4ED

# 1 INTRODUCTION

It is obvious that teachers are the lifeblood of our education system and the expectations on teaching are greater than ever before. To set up a solid basis for quality teaching toward KMUTT 3.0, it is thus important that KMUTT provides a *professional development framework on teaching* as a supporting guideline for teachers to prepare appropriately at each stage of their teaching career development. Being able to benchmark their professional development against the framework would also provide confidence that our teachers are on the right track for their development of excellent teaching and supporting learning.

### Why?

Learning and teaching are at the heart of KMUTT 3.0. A Professional Standard Framework for teaching and learning would provide a solid basis for **competence development** of excellent teaching and supporting learning.

### Goals and Objectives

The goal of this framework is to *improve learning quality of our students*. The KMUTT Professional Standards Framework is intended to use for **Teaching and Learning quality development** as:

- a self-assessment guide for teachers/staffs engaging in teaching and supporting learning
- guidelines for teaching performance expectations and guidelines for formal recognitions in quality teaching and supporting learning
- demonstrates the standard practices and professionalism that KMUTT staff bring to teaching and supporting learning
- encourages continuous development in teaching and learning

### Who should use this framework

Examples of staff group are those who have substantive roles in learning and teaching to enhance student learning experience.

### Approaches used to develop the framework

This framework is developed by KMUTT cluster for educational development (C4ED) in collaborations with KMUTT Human resource development as part of the faculty development (FD) initiative. The conceptual ideas of this framework development is based on a collection of existing works of teacher development frameworks both internally and externally such as the UKPSF, Australian Standard for Teacher, as well as the statements developed from the collative feedback and reviews of FD committees. Drafts of this framework went through several revisions by the FD committee and C4ED team reviews.

---

**KMUTT C4ED**

## 2 THE FRAMEWORK

### A: Domains of teaching

#### **Knowledge**

Teachers know *how their students learn* and draw on a body of *professional knowledge* and *research* to respond to the needs of their students within their educational contexts. They understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions to find the ways of representing and formulating the subject that make it comprehensible to them (*pedagogical content knowledge - PCK*). They know how the experiences that students bring to their classroom affect their continued learning. They also know how to structure their curriculum/courses/lessons and to select their resources/tools in order to meet the physical, social and intellectual development and characteristics of their students. They also understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs/curricula and use this knowledge to make the content meaningful to students.

#### **Areas of activity**

Teachers are able to *make learning engaging* and valued (*by design*). They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use *effective teaching/assessment strategies* and *regularly evaluate* all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They interpret and use student assessment data to diagnose barriers to learning and to challenge students to improve their performance. They also operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, and providing feedback on student learning. They also participate and *contribute to educational development* for learning improvement of their students.

#### **Values**

Teachers shows compassion and care for their students. They are *sensitive to their learning needs* and demonstrate respect and *professionalism* in all their interactions with students, colleagues, and the community. Teachers also *model effective learning* by identifying their own learning needs, analyse, evaluate and expand their professional learning by valuing opportunities to learn and engage with their colleagues/communities within and beyond the classroom to enrich the educational context for students.

## **B: The triangle of teaching standards and the performance rubrics**

Based on the conceptual development of UK professional standards framework for teaching and supporting learning and Australian Professional Standards for Teachers, KMUTT PSF is focused on the 3 dimensions of teaching career professional development; Core Knowledge, Areas of Activity, and Professional Values.

### **Core Knowledge<sup>1</sup>**

- K1 Knowledge of how students learn
- K2 Knowledge of Pedagogical Content (Pedagogical Content Knowledge - PCK)
- K3 Knowledge of learning resources and tools
- K4 Knowledge of curriculum design
- K5 Knowledge of higher education system and its quality

### **Areas of Activity**

- A1 Course design and planning
- A2 Supporting student learning (Learning Facilitation, class management, and consultation)
- A3 Assessment for learning and teaching evaluation
- A4 Contributing to educational development. (Teaching innovation and high impact framework for education system, process and policy)

### **Professional Values**

- V1 Compassion and care for students
- V2 Professional development
- V3 Contribution to professional community

---

<sup>1</sup> 'Knowledge' is used in the widest senses of both 'knowing that' and 'knowing how' so that theories.

## C: The levels of PSF competence development

### **Beginner:** *understand how to support learning*

At this level, teachers demonstrate understanding of *what learning is* and *how their students learn*. They possess depth of own specialist subject knowledge and related research informed teaching in own discipline area. The design of their cause/lesson plan shows the recognition of the alignment of course learning outcomes and the curriculum goals. Their instructional and assessment strategies are selected to *promote inclusive participation, engagement, and the expected learning outcomes of their course*. Teachers in this competence level is able to demonstrate *basic facilitator and coaching skills*, and they are genuinely *concern with student's learning improvement* and participate in activities for their professional development.

### **Competent:** *effectively supporting learning*

On top of the ability of the Beginner, teachers in this level is able to *apply their professional knowledge to effectively design, facilitate, assess, and evaluate the intended learning outcome* to address different learning needs and promote student learning achievement. With the experiences and skills acquired at this level, they are able to *breakdown course learning outcomes* into small-achievable steps in order to design *coherent session plans* and to develop instructional and assessment strategies for supporting learning. Competent teachers can effectively *mitigate students' misconceptions, design effective assessment and feedback strategies, engage students*, and attribute student success to effort rather than ability. Valuing resilience to failure and able to *build constructive and effective relationships with students*, competence teachers are able to *model lifelong learning* by actively seeking feedback from students and colleagues to improve their practices. Based on such feedback and experiences learned, they also able to *contribute to the design of curriculum and other process improvement (re)design* at least at program/department level.

### **Proficient:** *highly accomplished as professional expert*

At this level, teachers are highly accomplished as professional expert and *show significant impact on promoting student learning*. They are able to restructure subject matter knowledge to make it comprehensible to 'all' students and to continuously improve their instructional/assessment strategies, resources, and support colleagues to evaluate and improve the quality and effectiveness of their instructions. In class, proficient teachers are able to *promote culture of high exceptions and support individual learning*. They build *collaborative relationships with colleagues* by being *mentors*, helping them evaluate the effectiveness of their instruction/assessment strategies, designing a curriculum, and *contributing to wider learning and teaching community*.

### **Mastery:** *high impact contribution to professional community and society*

Being a role model and *inspiration for KMUTT teaching community*, mastery teachers lead others to professionally design an effective curriculum, to plan and manage a quality guaranteed education system, and to select and develop teaching strategies to improve student learning. They *model exemplary ethical behaviour* and *exercise informed judgements in all professional dealings with students, colleagues and the community*.

Locally and Internationally recognised as *active contributors/experts/pioneers in higher education* community, mastery teachers *influence 'transformative change'* in education to better all-rounded human development of students.

#### 4 The levels of PSF competence development

	Beginner	Competent	Proficient	Mastery
K1 how student s learn	(K1-1) generally <b>understand</b> what learning is and how their students learn	(K1-2) begin to <b>apply</b> knowledge of how student learn to <b>adapt the role of teaching to improve learning</b> process and the intended learning outcomes.	(K1-3) <b>integrate</b> knowledge of how student learn to <b>effectively improve</b> student' learning and the achievement of the intended learning outcomes	(K1-4) <b>lead</b> colleagues to select and develop teaching strategies to improve student learning. AND actively <b>contribute</b> 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 <b>identify the main concepts</b> , and articulate the evidence of learning of such concepts.	(K2-2) <b>classify</b> the content and able to <b>generalise, relate</b> , and <b>simplify</b> concepts to reduce students' misconceptions.	(K2-3) effectively <b>formulate</b> subject content knowledge for the purpose of teaching using appropriate subject-specific technique/ methods/procedures	(K2-4) <b>strategically transform</b> 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) <b>choose</b> appropriate instructional resources based on K1-1. <b>Coordinate</b> classroom resources and space to promote learning and ethical use of ICT in learning.	(K3-2) <b>effectively design and tailor</b> 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, <b>measure the effectiveness</b> by using scientific methods to prepare, design and <b>continuously improve</b> instructional resources.	
Evidence: course materials/resources, peer review documentation, student feedback, copies of publications				
K4 Curriculum Design	(K4-1) effectively <b>align</b> learning outcomes to program-level learning outcomes and <b>explain</b> the relationships between own subject outcome and other related program elements.	(K4-2) successfully <b>improve curriculum design/processes</b> towards the achievement of program-level learning outcomes (PLO).	(K4-3) <b>design</b> a new curriculum in own and related disciplines to <b>intentionally guarantee</b> program-level learning outcomes aligned with all stakeholder requirements by considering the diversity of learners.	(K4-4) based on K4-3, <b>guide</b> 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) <b>recognise, associate and identify</b> quality parameters effecting education quality of own program	(K5-2) evaluate and <b>successfully improve</b> <b>KMUTT</b> process, policy, or related education systems to guarantee the program level learning outcomes	(K5-3) <b>lead</b> 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				

	Beginner	Competent	Proficient	Mastery
A1 Course design and planning	(A1-1) <b>design course</b> structure, activities, assessment, and lesson sequences based on <i>course learning outcomes</i> that are explicit, challenging and achievable.	(A1-2) <b>breakdown</b> learning outcomes to small/achievable steps and <b>design coherent session plans</b> including assessment strategies, stretching assignments, and instructional strategies for each of them	(A1-3) <b>modify</b> and <b>improve</b> lesson plans to promote a culture of high expectation. AND <b>teach/support colleagues</b> to <b>design, evaluate, and improve</b> 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) <b>Identify</b> strategies/teaching approaches to support the achievement of learning outcomes and to <b>promote inclusive</b> and positive student participation and <b>engagement</b>	(A2-2) <b>Facilitate</b> learning using strategies developed from a combination of <b>K1-2</b> K2-1, K3-2, and results from A3-2 to <b>engage, and support student learning</b> as well as to maximise the achievement of intended learning outcome planned in A1-2.	(A2-3) (at least for advisee) <b>diagnose</b> individual learning need and successfully <b>support individual student's learning</b> to get the best out of him or her. AND <b>support colleagues</b> 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) <b>identify</b> a range of timely and effective assessment strategies to assess course learning outcomes.	(A3-2) <b>provide timely, effective and appropriate feedback</b> in relative to student' learning goals. AND <b>Include formative assessments</b> as an integral part of assessment plan. AND <b>analyse assessment results</b> for teaching strategy improvement.	(A3-3) <b>support colleagues</b> to <b>evaluate</b> 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) <b>Contribute</b> to the University's educational development projects	(A4-2) Actively <b>participate</b> in national or regional scale development in higher education.	(A4-3) <b>develop, and implement</b> high impact policies, and processes for development of Thai higher education. OR <b>design</b> 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.				



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

## REFERENCES

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman.

Australian Institute For Teaching And School Leadership (AITSL), "Australian professional standard for teachers". *Aitsl.edu.au*. N.p., 2016. Web. 10 Mar. 2016.

Coe, Robert et al. What Makes Great Teaching? Review Of The Underpinning Research. 1st ed. 2015. Web. 1 Apr. 2015.

Higher Education Academy (HEA). The United Kingdom Professional Standards Framework for Teaching and Supporting Learning in Higher Education, [www.heacademy.ac.uk](http://www.heacademy.ac.uk), 2011 Web 10 Mar. 2016