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## **Model to Promote Teachers' Capacity in Assessment for Learning**

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### **Abstract**

The purpose of this research was to construct a model to promote Teachers' capacity in assessment for learning. Researchers mixed three significant concepts including professional learning community, empowerment and professional development concept together to construct the model. The results showed that the model should be comprised of five main components; the first component is Professional Learning Community and Organization Context consisted of; Shared Vision, Caring Communities, Collaborative Teamwork, PLC's Leadership, Promotive Structure and career advancement, the second component is Learning and Professional Development consisted of setting meaningful goals, action/authentic learning and reflection, the third component is Teachers' capacity consisted of self-efficacy, knowledge, capacity in AFL, the fourth component is Student learning, and the last component is Professional Development Evaluation. The model evaluation showed that Utility Standards was the highest average, followed by the Propriety standard, Accuracy standards and Feasibility Standards respectively. Nevertheless, all those standards were at a high level (average 3.44 – 3.65 out of 4.00).

**Keywords:** professional learning community; empowerment; assessment for learning; professional development.

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## **1. Introduction**

Professor Srisa-arn has mentioned that Thailand's educational reform from 1999 to 2009 has fail because of Thailand have been unable to manage Thai schools to have similar quality [1]. Failures at some educational reform issues during the first decade have been an important reason leading to educational reform in the second decade approved by the Council of Ministers on 18 August 2009. The vision for educational reform in the second decade for the next ten years is "quality learning among Thais throughout their lives" [2].

To ensure that educational reform in the second decade achieves its objectives, *the Committee for the Second Decade of Education Reform*, chaired by the Prime Minister, has set forth the following strategic goals, indicators and operational goals from now to the end of 2018 are as follow [3];

- 1) Thais and Thai education must have quality and meet international standards
- 2) Thais must seek learning with ability to learn on their own, love to read and continually seek knowledge;
- 3) Thais must be good with basic morals, conscientiousness and desired values, considering common interests for the benefit of all, possessing public-mindedness with a democratic culture and
- 4) Thais must be able to think, act and solve problems with skills in thinking and in practice with problem-solving ability, creative thinking and communication ability.

In raising the educational standards and quality, highly important variables in achieving successful educational reform are teacher quality, quality development of new age teachers who facilitate learning in students as a profession with value and ability to attract good and talented people who love teaching to become teachers, thereby necessitating the importance of driving for qualitative production for society [4].

Hence, raising educational quality standards through school education systems is imperative because learning is guided by teachers and students in classrooms. Teachers must manage various need situations in classes, including social, emotional and pressure situations occurring with students at an average of thirty students per class or more to help students learn and grow to become good students in the future. The standards will be raised if teachers can work effectively in classrooms. So that, how can the agencies and organizations involved help teachers in these situations? The answer that raising the quality of education "depends upon teachers" may not sound fair for this enormous responsibility because part of output quality is an effect of input factors and the mission should not be left as the duty of teachers or educational staff alone [5].

Black and Wiliam have conducted famous study that triggered interest in raising students' learning achievements by using measurement and assessment concepts in classes among academic experts throughout the world is the "Inside the Black Box: Raising Standards through Classroom Assessment" in 1998, which found that formative assessments to have an effect size of 0.40 – 0.70 on capabilities and learning achievement while also finding formative assessment to have the greatest effect size among variables related to educational development which helped Great Britain raised its level in the Trends in International Mathematics and Science

Study) from the middle of forty-one countries to one of the top five [5]. Furthermore, Stiggins has mentioned that if we want to raise learning achievements, one way we could do is to emphasize the development of assessment systems in classes and give equal weight to the importance of assessment of learning and assessment for learning because current education systems usually give more importance to assessment of learning than assessment for learning [6].

Therefore, learning assessment concepts and methods must be reformed to solve the problems and raise education provision standards through educational processes with teachers as a key mechanism as in many countries, realizes the significance and has turned to promoting the assessment for learning concept [7].

Regarding guidelines for development in raising education standards by using the concept of assessment for learning, Stiggins interestingly proposed that, in maximizing learning achievements, we must pay more attention to assessment for learning system development in classes as follows [6];

- 1) investing as much in assessment for learning as investing in assessment of learning
- 2) preparing development curriculums regarding assessment for long-term learning to improve teachers and executives in gaining professional expertise
- 3) modifying standards for issuing teacher and executive profession licenses to be consistent with emphasis on the assessment of learning and assessment for learning skills and
- 4) obtaining management processes to ensure that teachers and executives have accurate assessment skills in terms of promoting and storing students' learning documents.

The researchers who are academician and have duty to educate people and service on academic to community have gained awareness and realizes the importance of raising the educational standards. Furthermore, in the role of development to promote successful learning in line with educational reform policies in the second decade of Thailand, the researcher holds the opinion that the second recommendation provided by Stiggins to arrange development courses on assessment for long-term learning aimed at developing teachers and executives to achieve professional expertise is a feasible option for Thailand's current education situation and will be able to push for educational reform concepts to achieve national goals, so that the researchers was interesting to construct model to promote teachers' capacity in terms of assessment for learning that would be useful and serve to all needs of Thailand educational reform as mentioned above.

To construct the model, we studied concept of professional learning community, empowerment and professional development which are significance concept for promoting and increasing capacity of teacher. Empowerment is a process of interactions with various causal factors allowing individuals to find and develop power for use in successful works of benefit for self, the organization and society. Empowerment is, therefore, a process concurrent with human needs where the need to control and improve oneself is a process requiring self-imposed decisions and the action of everyone involved. Empowerment has been adapted in educational organizations such as schools to change the administrative structure within schools as it is relevant to work performance,

teachers' teaching management and effective school administration.

According to the study of several scholars who found people intrinsically geared to work and are capable of independently controlling or managing situations in solving problematic barriers They gain satisfaction in their own work, improving themselves in various aspects. They recognize self-worth and respect others and engage in goal-oriented work. These stands to benefit everyone within an organization [8].

Thus, personnel who are empowered will feel attached to the organization and that will lead to greater advancement for the organization. Supervisors benefit from quality work in accomplishing goals, while the people working feel greater ownership of their work and the success of the work and develop greater confidence in creating innovations. Service recipients enjoy higher quality services more quickly and sustainably which generates direct benefits for the organization. Hence, the researcher recognizes the importance of promoting the capacity of a research culture for teachers through work empowerment to find new ways for developing teachers to seek knowledge rather than the traditional methods. The empowerment model proposed promotes this culture and should bring for the teachers involved mutual satisfaction of working as a team with cooperation in order to bring about creative changes both for the development of teachers and the quality of students. These are considered vital goals for educational reform in this second decade of the second millennium [8].

The professional learning community (PLC) model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts [9].

The PLC approach is a long-term proposition, taking three to six years to fully incorporate into a school's routine practices. Staff teams need to have time to meet during the workday throughout the year. They also need to focus their efforts on essential questions about learning and generate products such as lists of key student outcomes, methods of assessment and strategies for meeting goals [10].

In teacher education literature, a differentiation is often made between teacher professional development (PD) and teacher professional learning (PL). PD in its simplest form can be defined as "the development of competence or expertise in one's profession", or "the process of acquiring the skills needed to improve performance" as a teacher [11].

Professional learning, on the other hand, is a more recent term that implies to internal process through which teachers create professional knowledge [12]. Poskitt and Taylor provided a succinct difference between PD and PL and described that PD has connotations of delivering some kinds of information to teachers to improve their practice, while PL implies a more internal process through which individual teachers create and develop professional knowledge [13].

AS aforementioned about assessment for learning (AFL) which is the greatest factor effects students' achievement, traditionally, schools have used assessment mostly in term of summative evaluation, that pending final exam and the threat of low or failing report card grades to motivate students. To maximize learning, our teachers believed, maximize anxiety. Assessment has served as the great intimidator. Pressure to get high test scores and good grades, it was believed, would motivate greater effort and thus more learning. The recent

change in the mission of schools has clouded this traditional view of the relationship between assessment and motivation. To see how and why, we must explore our assessment legacy and its motivational intricacies. As you will see, through that retrospective, we will discover a far more productive way for assessment to help students succeed [4,14].

Since 1967, when Michael Scriven articulated the distinction between summative and formative program evaluation, and since 1971, when Benjamin Bloom, Thomas Hastings, and George Madaus extended the differentiation to various forms of assessment, summative assessment has referred to tests administered after learning is supposed to have occurred to determine whether it did. Meanwhile, formative assessment has been the label used for assessments conducted during learning to promote, not merely judge or grade, student success. Clearly, over the decades, the interest (and investment) in summative assessment has far outstripped that accorded to formative assessment, as layer upon layer of tests have been used for classroom grading, as well as for local, state, national, and international accountability testing. Within the past few years, however, formative assessment has emerged as an increasingly prominent tool for school improvement [4,14].

AFL or formative assessment is a process used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content. As assessment for learning, formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals [4,15].

## **2. Methods/Materials and Methods**

This research was conducted with the objective of promoting teachers in developing teachers' capacity in AFL with the following specific goals: to create a model to promote Teachers' capacity in assessment for learning based on the research findings and literatures, and to evaluate the results of the model. The evidence indicates the quality of the model in which the researcher considered was the results of the evaluation of the model based on the following four standards: utility standards, feasibility standards, propriety standards, and accuracy standards evaluated by five experts.

The framework for all aspects was set by synthesizing concepts and documents related to professional learning community, empowerment professional development and AFL's concept together to construct the model by content analysis. We used the document and project evaluation criteria of the Joint Committee on Standards for Education Evaluation which is divided into four standards, namely, Utility Standards, Feasibility Standards, Propriety Standards and Accuracy Standards [16].

## **3. Research Results**

### **Components of model to promote Teachers' capacity in assessment for learning**

A model to promote teachers' capacity in assessment for learning, we applied the model of as well as the concepts and theories related to empowerment concepts, Professional learning community concept from many

academics and professional development.

As described further, for the components of the model to promote teachers' capacity in assessment for learning in the Thai context, the researchers synthesized 5 elements as follows:

#### **4. Professional Learning Community and Organization Context**

##### **4.1 Shared vision**

“Vision is a trite term these days, and at various times it refers to mission, purpose, goals, objectives, or a sheet of paper posted near the principal's office” [17;42].

Sharing vision is not just agreeing with a good idea; it is a particular mental image of what is important to an individual and to an organization. Staff are encouraged not only to be involved in the process of developing a shared vision, but to use that vision as a guidepost in decision making about teaching and learning in the school [18].

Hallinger & Heck concluded that the most significant effect on student learning comes through the principal's efforts to establish a vision of the school and to develop goals related to the accomplishment of the vision. Visionary leadership combined with shared and collaborative strategies provide promote for faculty to invest the time and effort needed to create the school vision [19].

A shared vision on what constitutes high-quality teaching and learning is critical. When teachers take ownership of this commitment, learning (not teaching) becomes the focus. A vision needs to be translated into a concrete, realistic and useful learning focus, which challenges teachers to question their current practice, make changes and inform their own learning needs [20].

Shared Values and Vision. The components of shared vision, values and goals are necessary for creating and sustaining successful PLCs [18,21,22].

These components are considered by researchers to be so profoundly important that the concepts of shared vision and goals are the most common components within all successful PLC models [23].

##### **4.2 Caring communities**

Focus on school reform, change, and the changing role of school administrator have been topics for serious educational discussion for a long time [24]. However, lasting systemic change in schooling can only occur as a result of the combined commitments of the school community—teachers, parents, students, administrators, promote staff, and community agencies [25].

The caring communities element is a group of people who share the same way of living in the community as the community of happiness. Based on ethics of generosity, moral power, virtue, trust, respect each other, work together for a professional commitment, positive attitude of teachers toward education and students' A solid

group from within as an academic scholar. Reduce loneliness during teacher teaching. Linking both professional and faithful lives together, positive discipline, linking community development, vocational learning with self-help and community life is a cornerstone of society's self-reliance. Have an atmosphere "Open culture" that everyone has the freedom to express their opinions. A way of freedom Seize the ability and create a space without the use of pressure. This can broaden the framework to cover stakeholders. The aspect of caring communities, Boyd endorses interpersonal relationships and opportunities. "Higher attitude of teachers to education student and learning" caring of relationships between teachers, students and administrators in the field of interdisciplinary relationships in schools [26]. Boyd also indicated that humanity and physical factors are both important factors of interpersonal relationships. In addition, Boyd and Hord also discuss functional integration could help for change and development. To reduce the schism of the teachers and enhance the ability of the teachers, paying attention to the environment and also improving the quality of students learning [27]. Sergiovanni noted that community building is a powerful way for school leaders to develop capital. The value of capital generated as school become communities is more important in determining a school's success than are its physical and financial assets. Pedagogy leadership develop capital by helping school became caring, focused and inquiring communities within which teachers work together as members of communities of practice [28].

#### **4.3 Collaborative teamwork**

To create a school culture based on collaborative inquiry, it is essential to generate the synergy that occurs when the teamwork of a group is working so well that the group's efforts produce the maximum results from the available resources. These positive results also contribute to the synergy of teacher collective efficacy, the group's belief in their ability to improve student achievement. When teacher learning teams create the results that the members have worked hard to achieve, professional morale is strengthened. Successful collaborative teamwork that results in improved student, teacher, and leadership capacity is the most significant attribute of professional learning communities [29]. PLC participants must work together effectively with teamwork and shared responsibility, joint missions and visions in a common direction. Birman and his colleagues described the PLC teamwork as a co-operative on the way "Collaborative culture". This culture is a key factor for PLC based on successful professional collaboration rather than being working alone. Teachers would be benefit from PLC learning, collaboration, sharing of student learning responsibilities [30,31].

#### **4.4 PLC's leadership**

Instead of micromanaging teachers, principals should lead efforts to collectively monitor student achievement through professional learning communities. The PLC process depends on leaders that understand the importance of building a collaborative culture in their schools. In order for this to occur, teachers and staff must feel empowered to participate in the process and trust that their voices will be heard [32]. The studies of Leithwood and his colleagues made clear that leadership contributes "significantly to school conditions fostering OL (Organizational Learning) processes" [33]. A school whose staff is learning together and participating in decisions about its operation requires a campus administrator who can let go of power and his/her own sense of omnipotence and omnicompetence and thereby share the leadership of the school. As Sergiovanni explained, "The sources of authority for leadership are embedded in shared ideas" [34; 214]. Snyder, Acker-Hocevar, and

Snyder asserted that it is also important that the principal believe that teachers have the capacity to respond to the needs of students, that this belief “provides moral strength for principals to meet difficult political and educational challenges along the way” [35; 19]. Senge added that the principal’s job is to create an environment where the staff can learn continuously [36; 21].

#### **4.5 Supportive structure/ Career Advancement**

Pirtle and Tobia Stated that to effectively implement and sustain the collaborative work of PLCs, promote from all levels of the school system is critical. School and district leaders need to ensure that teachers have adequate scheduled time to meet in PLCs; the necessary resources, technology, and tools to be effective in the classroom; and access to instructional promote from within the school, the district, and external technical assistance groups. Teachers benefit from assistance from those who can bring specific expertise to PLCs, such as how to analyze data, unpack standards, identify the most effective instructional strategies to address a standard, identify effective assessment strategies, use student work as a reflective tool in PLCs, and adjust instruction to meet student needs [37]. The dimension of teacher empowerment that is often used is participation in decision-making. Professional/ Career advancement, Self-confidence and freedom to any actions that affect professional progress. It can motivate people to pay attention to try to work more successfully. Panich recommended about promotive structure of PLC that that might be the nature of the professional learning community is the teacher's work, it is the teacher's actions to learn and develop. The teacher acts or acts as the "principal" (Actor to Create a change in learning management), not "object" or the victim and the deceiver is the instrumental "Liberate teachers from power relationships to be the horizontal relationship" [38].

### **5. Learning and Professional Development**

A professional learning community, or *PLC*, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development [39]. Two different comprehensive syntheses of research on the factors impacting student learning have come to the same conclusion: the most important variable in the achievement of students is the quality of instruction they receive daily. To ensure students learn at higher levels, simply improve teaching [40]. The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify individual students who need additional time and promote, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses [41,42]. Despite such challenges, scholarly research shows that teachers benefit from social interaction, and, increasingly, school leaders and researchers have pushed for more collegial connections [43].



### **5.1 Setting Meaningful Goals**

Goals are not often included explicitly in definitions of empowerment or in empirical work based on those definitions, but qualitative descriptions convey the process as one strongly driven toward personal aims. The goals are not only power oriented but personally meaningful. Understanding the nature of such goals and how they differ across people and contexts is critical to facilitating the process of empowerment. The goals are integrated with a person's sense of self and core beliefs. Behaviors promoted by integrated regulation are likely to occur autonomously, because the individual believes that the goal is important enough to overcome difficulties. In the case of empowerment, the reward of personal goal is a power [44].

### **5.2 Action Learning**

Action Learning is based on the learning that the person or learner has encountered in the real world. Whether it is a work problem or real-life problems, then want to find the answer to solve those problems. By trying to learn from the practical steps to solve it [8]. Mahapoonyanont and Mahapoonyanont summarized that the key aspects of Action learning are as follows [8]; the learning environment should provide a real context that reflects the way it is applied in real life, provide genuine activities, provide access to the expertise of practice and performance, provide multiple roles and views, promote the creation of knowledge, promote reflection to provide operational ideas, encourage tacit knowledge to become explicit knowledge, provide coaching with mentors at critical times and teacher promote, and provide integrated, authentic assessment under realistic work.

### **5.3 Reflection**

Reflection is a form of metaphysical thinking (metacognition) which is thinking about their own thinking. Reflection is not a reality report, but it expresses expectations, perceptions, and feelings about the experience. Through spoken or written processes intended for analysis, comparison, planning, or problem solving. These are higher level thinking than general thinking [8].

## **6. Teachers' capacity**

### **6.1 self-efficacy**

This is one factor that affects success, that is an intellectual mechanism of judgment. The person's behavior will determine whether he / she could effort, what's inside of him or her, and at what level. How much and how long has the person used his or her efforts to overcome the obstacles or problems encountered in the difficult task. And it might be causes stress or anxiety, so that their perceived self-efficacy is consistent with their ability to overcome the barriers of high self-efficacy [8].

### **6.2 knowledge**

The type of knowledge required depends on the goal of the process; within this broad range, the literature has

discussed attunement to power dynamics most extensively [44]. Through this model, teachers need to gain knowledge of Assessment for Learning. Teachers could get knowledge of Assessment for Learning in various ways, such as training, books, learning unit, case study, etc.

### ***6.3 Teacher Capacity***

Capacity is a group of knowledge, skills, and related attributes. This affects the main particular job by knowledge, skills and attributes. It relates to the work and can be measured against acceptable standards. And it can be built through training and development [8].

## **7. Student learning**

Student Learning is the heart of professional development of teachers and PLC. Because promoting student learning is “Professional ideology” of teachers in the 21<sup>st</sup> century, with a changing form of learning in the industrial age of the 20<sup>th</sup> century, to promote the development of 21<sup>st</sup> century performance [25]. Choomkamnerd mentioned that student learning will change and be quality learning if teacher change their vision from “teaching” to “Learning” instead. Especially learning from the student's motivation to learn and experience from practice activities. For this model, all aspects should focus on student learning because it is the output of all activities of this model [10].

## **8. Professional Development Evaluation**

It would be good for professional development for teachers, if it is a gradual process of gaining the knowledge and skills to improve the quality of teaching and learning for students, and ultimately to improve their grades. And the professional development process of teachers should be periodically evaluated to develop to improve the project to be successful. Evaluation relates to all aspects of the process and can inform continuous program improvement and accountability efforts by staff from state and local adult education programs and professional development agencies. Kutner and his colleagues suggested that professional development evaluations are integrated into planning, implementing, and reviewing professional development activities. Under this model evaluation is a continuous activity rather than a single event that occurs at the end of professional development activities. Hence, evaluation data must be collected on an ongoing basis and procedures to ensure this happens must be incorporated within the professional development process. When planning, providing, and reviewing professional development activities, strategies for collecting and analysing evaluation data always must be considered and implemented by professional development agencies and adult education programs. There are three stages of professional development evaluation as follow [45] ;

### ***8.1 Planning professional development***

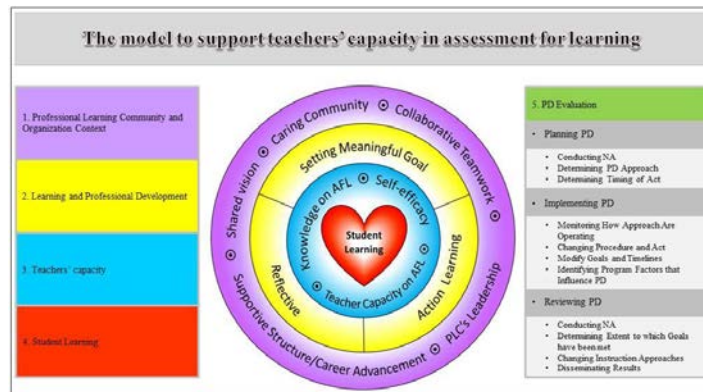
Conducting Needs Assessments, Determining Professional Development Approaches and Determining Timing of Activities.

### ***8.2 Implementing professional development***

Monitoring How Approaches are Operating, Changing Procedures and Activities, Modifying Goals and Timelines and Identifying Program Factors That Influence Professional Development

### 8.3 Reviewing professional development

Conducting Needs Assessments, Determining Extent to which Goals Have Been Met, Changing Instructional Approaches and Disseminating Results.



**Figure 1:** Model to promote teachers' capacity in assessment for learning

The related of all components are show in figure 1. The results of model evaluation using 4 point of likert scales, overall standards were high whereby the utility standards had the highest mean followed by propriety standards, accuracy standards and feasibility standard had the lowest but in high level as well, the details show in table 1.

**Table 1:** Evaluation results for the model to promote teachers' capacity in assessment for learning.

Standards	<i>M</i>	<i>SD</i>
Utility Standards	3.65	0.17
Feasibility Standards	3.44	0.27
Propriety Standards	3.60	0.21
Accuracy Standards	3.60	0.20
<b>Total</b>	<b>3.62</b>	<b>0.19</b>

## 9. Research Summary

The model to promote teachers' capacity in assessment for learning comprised of five main components;

### 1. Professional Learning Community and Organization Context

#### 1.1. Shared Vision

- 1.2. Caring Communities
- 1.3. Collaborative Teamwork
- 1.4. PLC's Leadership
- 1.5. Promotive Structure and career advancement
2. Learning and Professional Development
  - 2.1. consisted of setting meaningful goals
  - 2.2. action/authentic learning
  - 2.3. reflection
3. Teachers' capacity
  - 3.1. self-efficacy
  - 3.2. knowledge
  - 3.3. capacity in AFL
4. Student learning
5. Professional Development Evaluation

The model evaluation showed that Utility Standards was the highest average, followed by the Propriety standard, Accuracy standards and Feasibility Standards respectively. Nevertheless, all those standards were at a high level (average 3.44 – 3.65 out of 4.00)

## **10. Discussion**

AS the results of model evaluation showed that Utility Standards was the highest average, followed by the Propriety standard, Accuracy standards and Feasibility Standards respectively. Nevertheless, all those standards were at a high level that mean this model could be implementing to those schools in Thailand to promote teachers on assessment for learning. A model to support teachers' capacity in AFL is a model that is consistent with the nature of teacher learning (adult learning). It is based on that adults are self-directed, so adult Learning must be based on old experiences to relate to new experiences. And adults always being ready to learn, if they know what they learn could lead them to the real problem and can be implemented immediately [46]. The model comprised of five main components, the first is Professional Learning Community and Organization Context which consisted of five elements such as shared Vision, Caring Communities, Collaborative Teamwork, PLC's Leadership and Promotive Structure and career advancement. That results related to [10] which studied to investigate elements, characteristics and models of professional learning community (PLC) of teachers toward the 21<sup>st</sup> century learning of schools in Thailand using grounded theory technique. The study revealed that the model of PLC of teachers toward the learning of the 21<sup>st</sup> century in Thailand was found as a loosely coupled system that strived to create a culture of transformative learning for students based on mutually authentic task-based work of schools. The study showed that the model of PLC consisted of six elements which were respectively related by double-loop learning as follows: 1) caring community based on Thai tradition, 2) courage leadership, 3) shared vision and faithfulness, 4) open system based on students, 5) team learning system toward teacher maturity, and 6) the work-based learning space. The component of Learning and Professional Development such as setting meaningful goals, action/authentic learning and reflection; the setting

meaningful goals element is important because the model process is driven by the commitment to achieving individual goals. These goals are not just focused on empowerment. It must be meaningful or important to the person. Under the same nature of goal Individual differences and contexts that motivate teachers and the importance of meaningful personal goals. Customization Motivation Theory (Self-Determination Theory). Ryan and Deci mentioned that Individuals hold personal commitment [47]. There are many levels depending on the person's attributes. Cultural values play an important part in achieving the goals and the choices that will lead to the goal. And the ultimate goal of motivating people in the organization is to make every employee motivated to work. Without any reward or incentive, all employees have their own internal motives or love to do that job. The authors in [48] stated that in the management of each organization, their own goals must be set. If the goals were set by only principal, there is no power to drive might not be happened. Everyone should be involved in the targeting of the organization. This creates harmony and having the same goals for working for the organization. Action/authentic learning is Learning from practice based on learning at the individual or they have encountered a real problem situation. Whether it is a work problem or real-life problems, and then want to find the answer to solve the problem. By trying to learn from the practical implementation to solve the problem. About teachers' capacity, there are three attributes that teachers should have, such as self-efficacy, knowledge and capacity in AFL. Self-efficacy is one of the factors that affect successful. It is one of the intellectual mechanisms of judgment. Their perceived competence is consistent with their ability to overcome obstacles. People with high self-efficacy will look at the difficult task as more challenging, than risky, or avoidable [49]. Short and Geer founded that the basic principle of empowering people is to gain knowledge and power to work [50]. Two main areas of work that organizations can manage in their workplace by encouraging people to have the freedom to work with the choices they must fulfill their needs.

## **11. Recommendation**

Organization of teacher development or schools that want to apply this model should be consider the atmosphere and culture of the organization if this model appropriate, because the successful of teacher development does not only depends on the person, it also depends on the context of the organization.. Research should be conducted to develop a measurement tools of evaluation variables assessment for learning capacity, for the benefit of organizations and institutions to apply in their context. Qualitative and quantitative studies should be pursued, and assess the retention of the results from that model.

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