

The Development Of A Supervision Model That Promotes Teaching And Learning Management Of Teachers In The College Of Dramatic Arts, Buditpatanasilpa Institute of Fine Arts.

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Abstract

The objectives of this research are: 1) To develop a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute and, 2) To study the results of the supervision model that promoted teaching management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts, the results showed that, 1. The supervision model includes: 1) Principles of Supervision Styles. 2) Purpose of the model. 3) Supervision content. 4) The supervision process consists of, planning, conducting supervision, reflection on self-learning management and supervision evaluation. 5) Supervision model evaluation and, 6) Success Conditions.

2. The evaluation results of the developed model are appropriate, possibility and usefulness was at the highest level and the results of using the model were found that: 1) The cognitive test results of supervised teachers in teaching and learning management, supervised teachers had higher knowledge than before supervising. 2) The evaluation results of the ability to design learning management plans of supervised teachers after supervision had higher teaching and learning management abilities than before supervision and the supervised teachers had higher instructional management abilities than before supervised, and,

3) The results of the supervision teacher's satisfaction assessment towards the supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts overall was at the highest level of satisfaction and, 4) Results of suitability assessment possibility and the usefulness of the overall supervision style were at the highest level.

Keywords: Supervision Models, Promotion of Teaching and Learning, Teachers in the College of Dramatic Arts

Derivation

Educational supervision aims to improve teacher-teaching to be efficiency for students to learn with their full potential, participate in curriculum development teaching management and evaluation. Supervision therefore plays a very important role in enhancing school efficiency, especially teachers who are the main person of teaching in the school system. Educational supervision has changed and have different concentration according to the era, but have the same goal which want to improve the teaching and learning process of teachers to be more quality, which is in line with the concept of Wichai Wongyai (B.E. 2554 : 29) that, in order to make students have higher learning potential, teachers in the education system must also be of higher quality, and teaching competencies are related to supervision competencies, if the supervision competency is high, it will result in the teacher's teaching competency to be developed same as an Expert Teacher and will be able to create an Expert Learner (Watchara Laoriandee B.E. 2556 : 249). In addition, Kriengkrai Sangchai (B.E. 2552 : 23 referred from Glickman, Gordom and Ross-Gordon. 2004: 11) said that, teaching supervision model for school success, consists of 5 main parts which are: 1) Important knowledge and Prerequisites.

2) Roles and responsibilities of supervision (Function). 3) Teaching Supervision (Tasks). 4) Unity of organizational goals and teacher needs (Unification) and,

5) Production (Product) learners develop their learning. Internal supervision is an important tool for building cooperation between teachers and educational personnel, due to supervision inside is a collaborative process of teachers and administrators. To lead to the development of curriculum and teaching to solve the problem and develop learners by using data and information on educational quality to sets the goals for the development of educational management in all aspects. Outsiders are unable to obtain such data and information, all personnel therefore, must help and cooperate closely in solve problems and develop work in accordance with the information and educational information that appears (Office of Secondary Education. B.E. 2553 : 17). Current condition of Buditpatanasilpa Institute of Fine Arts, there is an administrative structure consisting of the Buditpatanasilpa Institute of Fine Arts Council, the Faculty Council, the Academic Council, the Educational Quality Assurance Division (OPDC) and the Internal Audit Office, Information Technology Office of the President Faculty of Art Education, Faculty of Performing Arts, Faculty of Fine Arts and 12 Colleges of Dramatic Arts (Buditpatanasilpa Institute of Fine Arts. B.E. 2561 : 5). From the management project, it can be seen that Buditpatanasilpa Institute of Fine Arts does not have a main unit to

carry out educational supervision work. Including in all 12 Colleges of Dramatic Arts. The administrative structure consists of the College Committee, the College Director, the Administration Department, the Arts and Culture Department, the Student Affairs Department and the Academic Department that takes care of teaching and learning. In the academic division, administrative work is divided into support work and academic services, registration and statistics, assessment, library guidance curriculum research and development, teaching supervision, Computer Center, student development activities, Department of General Education, Department of Dramatic Arts, Department of Music. The educational management structure of the 12 Colleges of Dramatic Arts does not have a fixed form of supervision in education, both at the policy level and practical level (Roi Et College of Dramatic Arts. B.E. 2562 : 2). In addition, the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts, will be a specialized college that offers cultural education in the Dance Department and Music, but it must be within the framework of the National Education Act. and must be examined for the quality of education at the level of education offered by the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA) and must take the examination achievement from the National Institute of Educational Testing Service (Public Organization) (NET) as well as other affiliated schools across the country and from the results of the O-NET exams of students at the College of Dramatic Arts across the country, it appears that O-NET test scores of students in the third year of secondary education at the institutional level, Thai subjects had an average score of 54.86, Mathematics had an average score of 24.98, Science subjects average score was 33.71 and English The average score was 26.94. Which when compared to the national level scores, Thai subjects had an average score of 54.42, Mathematics had an average score of 30.04, Science subjects had an average score of 36.10 and English an average score was 29.45. It can be seen that apart from the average scores for Thai subjects that are slightly higher than those of the national level, the rest of average scores are lower than the national level for all subjects and the O-NET test scores of students in Matthayom Suksa 6 at the institutional level, Thai subjects have an average score of 39.60, Mathematics had an average score of 19.70, Science subjects average score was 25.72, Social Studies, Religion and Culture subjects, an average score was 31.41 and English an average score was 23.88. Which when compared to national scores, Thai subjects had an average score of 47.31, Mathematics had an average score of 30.72, Science subjects an average score was 30.51, Social Studies, Religion and Culture subjects, an average score was 35.41 and English an average score was 31.41. It can be seen that the average score of all subjects is

lower than the national level (Roi Et College of Dramatic Arts. B.E. 2562 : 19). For that reason College of Dramatic Arts Buditpatanasilpa Institute of Fine Arts. Therefore, necessary to pay attention to the supervision of teaching and learning to supervise, follow up, guide, teach, develop teaching and learning in arts and culture to be effective and develop the quality of learners to be equal to other educational management in the country. The researcher therefore, considers the need to develop a supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts. To be a guideline for supervising teaching and learning, giving advice, supervising and following up on teaching and learning activities of teachers to have quality, meet the goals of standards and indicators and competencies of each curriculum, can be used effectively in real situations resulting in the quality of learners.

Research Questions

1. The supervision model that promotes instructional management of teachers in the College of Dramatic Arts Buditpatanasilpa Institute of Fine Arts, is it appropriate and how?
2. The results of using the development of a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts, how is it like?

Objective

1. To develop a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts.
2. To study the results of using to develop a supervision model that promotes instructional management of teachers in the college of Dancing arts Buditpatanasilpa Institute of Fine Arts.

Research Methods

The population used in the research was college directors, Deputy Director for Academic Affairs, Head of Department group, Head College of Dramatic Arts Buditpatanasilpa Institute of Fine Arts, totaling 12 colleges which are:

Northern Thailand 2 colleges which are: Chiang Mai College of Dramatic Arts and Sukhothai College of Dramatic Arts.

Northeastern Thailand 3 colleges namely: Roi Et College of Dramatic Arts, Kalasin College of Dramatic Arts and Nakhon Ratchasima College of Dramatic Arts.

Central region 4 colleges are: the College of Dramatic Arts Suphanburi, College of Dramatic Arts Angthong and Lopburi College of Dramatic Arts.

Eastern region 1 college that is Chanthaburi College of Dramatic Arts and, The southern region of 2 colleges namely: Nakhon Si Thammarat College of Dramatic Arts and Phatthalung College of Dramatic Arts totaling 445 people.

Data Collection

1. Collect information about the components of the supervision model that promote teaching and learning among teachers in the College of Dramatic Arts. affiliated with Bunditpatanasilpa Institute of Fine Arts by studying documents, concepts, theories and related research.
2. Collected data from interviews with administrators and teachers of schools with best practices in supervision models that promote teaching and learning among teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts by interview Schools under Roi Et Municipality.
3. Assessment and confirmation of supervision model from experts by group discussion of 11 qualified experts on February 14, B.E. 2564.
4. Collecting experimental data to use a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. the Bunditpatanasilpa Institute of Fine Arts by a cognitive test of supervised teachers in teaching and learning management in Roi Et College of Dramatic Arts. assessment form for the ability to design a learning management plan, the supervision teacher's satisfaction assessment form towards the supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts and suitability assessment form possibility and usefulness of patterns between December 2565 B.E. and February 2566 B.E.

Data Analysis

1. Analyze and synthesize information about the components of the supervision model that promotes learning management teaching of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts by studying documents, concepts, theories and related researches.
2. Analyze and synthesize qualitative data from open-ended questions and interview form.
3. Analyze the assessment data of model components by inputting scores into the computer program SPSS for Window to analyze the Mean and Standard Deviation.

4. Analyze the experimental data of the supervision model that promotes the teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts by inputting scores into computer program SPSS for Window to analyze the Mean and Standard Deviation.

1. The results of the development of a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts.

1.1 Assessment results are examined to confirm the supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts suitability possibility and usefulness by experts, the results are shown in Table 1.

Table 1. Shows the evaluation results of the supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts suitability possibility and usefulness.

Components	Appropriation			Possibilities			Beneficial		
	X	S.D.	Level	X	S.D.	Level	X	S.D.	Level
1. Principle of the model	4.85	0.37	Highest	4.77	0.44	Highest	4.85	0.37	Highest
2. Purpose of the model	4.85	0.55	Highest	4.73	0.61	Highest	4.81	0.23	Highest
3. Content supervision	4.77	0.60	Highest	4.73	0.60	Highest	4.82	0.52	Highest
4. Process supervision	4.85	0.57	Highest	4.77	0.60	Highest	4.75	0.52	Highest
5. Model evaluation	4.75	0.61	Highest	4.74	0.63	Highest	4.85	0.58	Highest
6. Conditions success	4.83	0.45	Highest	4.77	0.60	Highest	4.77	0.60	Highest
Total average	4.81	0.53	Highest	4.75	0.58	Highest	4.81	0.47	Highest

From Table 1, the evaluation results of the supervision model that promote teaching and learning management of teachers in Colleges Dancing Arts Bunditpatanasilpa Institute of Fine Arts found that, the

results of the evaluation of the developed form is appropriate possibility and usefulness at the highest level and the details are as follows:

A supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts.

1. The principles of the model are: 1) The principle of building a network of participation of all sectors. 2) Integration Principle and continuation. 3) Democratic principles teamwork and friendliness.

2. Purpose of the model are: 1) To develop Executives, Head of Department, Subjects Group Head, Supervising Teachers to have the knowledge, understanding and ability to apply the model to supervise effective teaching and learning management. 2) To develop supervised teachers to be able to manage teaching and learning according to curriculum competencies and apply the results from the implementation of the model to develop teaching and learning management for students to have competency according to the curriculum. 3) To promote the teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts to be effective.

3. S-I-A-R-E MODEL supervision process that promotes teaching and learning management of teachers in the College of Dancing Arts. Bunditpatanasilpa Institute of Fine Arts, There are the following steps to perform:

Step 1: Studying current conditions, problems and needs for supervision

(Study : S) in the study of current conditions, problems, needs for supervision, this time, a study process based on SWOT Analysis which was used to analyze organizational conditions or current educational institution, to find strengths, weaknesses, opportunities and threats or things that may be important problems in supervision operations, to the desired condition in the future in educational supervision, SWOT Analysis consist of : S is Strengths of supervision, W is Weaknesses of supervision, O is Opportunities of supervision operations and T is Threats, limitations or factors that obstacle in supervision.

Step 2 : Stages of knowledge providing before the supervision (Information : I), by conducting as Pre-test, Training, and Post-test, respectively.

Step 3 : Supervision operations (Action : A) by following the steps as:

- 1) Supervision planning (Planning) is a process where all parties involved in the operation will meet to discuss problems in teaching and learning that are urgently important problems that should be solved first, in order to have supervision as well as jointly plan and define supervision work procedures, which may be carried out in the form of tasks or supervision projects to solve problems or development of teaching.
- 2) Building understanding in supervision practices (Understanding), is the process of understanding the entire supervision process and how to operate in each step of supervision to provide operators with the knowledge, understanding, skills and techniques to operate efficiently. This step, in addition to help operators to work with quality, it also strengthens the confidence in the work for operators as well. In which the supervision practice uses the supervision process by using the peer supervision practice for professional development (Cooperative Development Supervision).
- 3) Supervision perform (Doing), it is a work process according to the plan in each step in a systematic way, both for the supervisors, the supervision recipients and supervision support, to carry out operations according to the work calendar that has been mutually agreed upon and set out in the plan.
- 4) Meeting after supervision (Meeting), it is the process of providing feedback to the supervision recipients about the problems that have arisen. The supervisor is the one who provides guidelines to solve the problem, then introduce it to the supervision recipients or the superintendent finds useful conclusions to improve the problem or they may jointly decide to solve problems after the end of the supervision process.

Step 4: Reflection : R

It is a review or a process to analyze what's cause it to happened and how to perform better than before by taking lessons from the successes and failures of past work to bring about development or improvement of work.

It is a form of working group that reflects participation in reviewing of what happened, what actually happened for real, what was the cause of its occurrence and what was learned, in reflecting on supervision results, By using questions as (1) What is expected from the supervision? (What Receive). (2) What really happened from supervision? (What Happen). (3) What is the difference and

how? (How Differentiate) and,(4) What needs to be solved and how can it be improved?(What Improve)

Step 5: Supervision Evaluation (Evaluation : E) Supervision performance evaluation is an evaluation of the implementation of system-wide, evaluation to know the efficiency of supervision operations. Therefore, things should be evaluated by evaluating supervision results from Inputs, Processes, and Outputs from supervision.

4. Supervision content, consists of 3 main important concentration contents as: 1) The design of the learning management plan such as: components of the learning management plan, determination of competency by curriculum/course, competency topics/works, essence, determination of learning objectives, content, learning process/learning activities, measurement and evaluation of learning outcomes, learning management materials and learning resources. 2) Teaching and learning management such as: preparation before teaching, teaching and learning activities, use of technology, classroom atmosphere and management. 3) The abilities of Learning Measurement and Assessment.

5. Evaluation of the supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts, in this research, the researcher have evaluated it as: (1) Knowledge and understanding of supervisors and teachers who receive supervision. (2) Comments on models in terms of feasibility, suitability and usefulness. (3) Supervisor's satisfaction and teachers who receive supervision to the supervision model.

6. Success Conditions, conditions for success mean factors, conditions or supervision policies are clear, put into action, do it continuously, systematically, with the participation of those involved, by Buditpatanasilpa Institute of Fine Arts The Buditpatanasilpa Institute of Fine Arts of Management has set up an administrative structure to have an educational supervision unit, the supervision policy has been set down to the College of Dramatic Arts level. Organize training to educate staff in supervision and supervision recipients, for everyone to participate and practice every step of the way, until self-learning interact learned together, can exchanged information, knowledge, ideas and shared experiences as much as possible, which will result in being able to truly apply knowledge. A calendar of supervision operations is planned like any other framework, an annual supervision performance report is required for every academic year and has encouraged the introduction of new

information technology systems to come to support management operations and monitored in every step, to obtain feedback information and brought back to study, research and develop (R&D) regarded as the heart of the supervision-driven process, because it will make awareness of the various factors related and affecting success, such as satisfaction, cognition, readiness, behavior and other related factors etc. The information obtained from the research will be reflected in a cycle of continuous and efficient development.

Figure 1. Supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts.



2. Evaluation results of the use of a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts have the details are as follows:

2.1 Results of the cognitive test of supervised teachers in teaching and learning management in the College of Dramatic Arts, Supervised teachers have higher knowledge than before supervising as shown in Table 2.

Table 2. Shows the comparative results of cognitive test scores in the supervision model S-I-A-R-E MODEL that promotes instructional management of teachers in the College of Dramatic Arts Buditpatanasilpa Institute of Fine Arts before and after training.

Examination scores	Amount of patients (N)		S.D.	t	df	Sig
Before Training	38	12.16	1.91	17.42	37	0.00**
After Training	38	16.47	1.45			

**Statistical significance at the .01 level

From Table 2, it shows that the supervision and the supervision recipients before receiving the training, have knowledge and understanding about the S-I-A-R-E MODEL supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, where the trainees have test scores before the training, the mean level of knowledge and comprehension was 12.16, the standard deviation was 1.91, and the post-training test scores mean was 16.47 with a standard deviation of 1.45 and when comparing the scores before and after the training from T-test Dependent, it appeared that, the test scores after the training, the supervisors and the supervision recipients had higher knowledge than before the training statistically significant at the .01 level

2.2 Show the results of the supervised teachers's teaching and learning management competency assessment results after being supervised with the model of supervision S-I-A-R-E MODEL that promotes teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts appear in Table 3.

Table 3. Shows the results of the assessment of the teaching and learning management abilities of the supervised teachers after get supervision with the S-I-A-R-E MODEL supervision model that promotes learning management teaching of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts.

Number	Assessment Item	Teaching management skill		Interpret
			S.D.	
1	Preparation before teaching.	4.83	0.38	highest
2	Learning activities.	4.87	0.33	highest
3	The use of technology.	4.87	0.33	highest
4	Classroom atmosphere and management.	4.76	0.43	highest
5	Learner evaluation.	4.76	0.43	highest

Total average.	4.82	0.38	highest
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From Table 3, it shows that evaluation results of teaching and learning management abilities of recipient teachers supervision after supervision with the S-I-A-R-E MODEL supervision model that promotes learning management teaching of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts, The supervised teachers had the overall learning management skills with the highest average level ($\bar{x} = 4.82$, S.D.= 0.38) and when separated by aspect, in descending order, the supervised teachers ranked first in teaching and learning skills as follows:

Learning activities and the use of technology media had the highest average level ($\bar{x} = 4.87$, S.D.= 0.33).

Followed by preparation before teaching has the highest average level ($\bar{x} = 4.83$, S.D.= 0.38).

And last is the atmosphere and classroom management and evaluation of learners has the highest average level ($\bar{x} = 4.76$, S.D.= 0.43).

2.3 Assessment of Supervisors' Supervision Ability According to the supervision model S-I-A-R-E MODEL which promotes the teaching and learning of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts appear in Table 4.

Table 4. Assessment results of supervisors' supervision abilities according to the supervision model S-I-A-R-E MODEL which promotes the teaching and learning of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts.

Number	Assessment Item	Supervision Skills		Interpret
		\bar{x}	S.D.	
1.	Supervision knowledge	4.63	0.48	Highest
2.	Knowledge of the supervision process	4.75	0.43	Highest
3.	Using the supervision model S-I-A-R-E Model	4.75	0.43	Highest
4.	Use of supervision tool	4.75	0.43	tighest
5.	Supervision operations according to the supervision plan.	4.75	0.43	tighest
6	Reflections on Supervision.	4.88	0.33	tighest

7	Data synthesis for the preparation of supervision reports.	4.88	0.33	Highest
	Average	4.77	0.34	Highest

From Table 4, it shows that supervision ability of supervisors according to the S-I-A-R-E MODEL supervision model that promotes instructional management of teachers in Roi-Et College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, is at the highest level ($\bar{x} = 4.77$, S.D.= 0.34), the supervisors have the ability to supervise. In descending order namely, number one is the ability to reflect on supervision results and data synthesis to prepare supervision reports, had the highest average level ($\bar{x} = 4.88$, S.D.= 0.33), followed by knowledge about the supervision process, the use of the supervision model S-I-A-R-E Model at the use of supervision tools and supervision operations according to the plan supervision has the highest average level ($\bar{x} = 4.75$, S.D.= 0.43) and the last one is supervision knowledge with the mean at the highest level ($\bar{x} = 4.63$, S.D.= 0.48).

2.5 The results of the evaluation of the satisfaction of the supervisors towards the supervision model that promotes teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts as shown in table 5.

Table 5. The results of the supervisors' satisfaction assessment toward the supervision model that promotes teaching and learning of teachers in the College of Dramatic Arts Bunditpatanasilpa Institute of Fine Arts.

Number	Assessment Items	Satisfaction Level		Interpret
		\bar{x}	S.D.	
1	Satisfaction with the supervision model/process.	4.72	0.26	Highest
2	Satisfaction with supervision personnel.	4.81	0.22	Highest
3	Satisfaction with facilities.	4.83	0.25	tighest
4	Quality satisfaction results of supervision.	4.89	0.29	Highest
	Total Average	4.81	0.21	Highest

From Table 5, it shows that teacher satisfaction after supervision with the S-I-A-R-E MODEL supervision that promotes teaching and learning management of teachers in the College of Dramatic Arts. the

Bunditpatanasilpa Institute of Fine Arts, by the supervision and the supervision recipients were satisfied with the overall average of the highest level ($\bar{x} = 4.81$, S.D.= 0.21).

And when separating each aspect in descending order, the supervising teachers had the first place of satisfaction with the supervision model, which was satisfaction with quality, the results of the supervision were at the highest average ($\bar{x} = 4.89$, S.D.= 0.29).

Followed by the average level of satisfaction with the facilities as highest ($\bar{x} = 4.83$, S.D.= 0.25).

The third place was the satisfaction with supervision personnel, have an average level as highest ($\bar{x} = 4.81$, S.D.= 0.23).

And last place is the satisfaction towards the supervision pattern/process has the highest average level ($\bar{x} = 4.72$, S.D.= 0.26).

2.6 Results of suitability assessment possibility and usefulness of the model supervision that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, suitability assessment possibility and usefulness, the results are shown in Table 6.

Table 6. Assessment results of the use of supervision model to promote teaching and learning management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, suitability possibility helpfulness.

Elements	Appropriation			Possibilities			Beneficial		
		S.D.	Level		S.D.	Level		S.D.	Level
1.Principle of model.	4.95	0.08	Highest	4.90	0.16	Highest	5.00	0.00	Highest
2.Purpose of the model.	4.90	0.08	Highest	4.86	0.00	Highest	4.86	0.00	Highest
3.Supervision content.	4.96	0.07	Highest	4.86	0.12	Highest	5.00	0.00	Highest
4.Supervision process.	4.71	0.49	Highest	4.86	0.38	Highest	5.00	0.00	Highest
5. Model evaluation.	4.71	0.49	Highest	5.00	0.00	Highest	5.00	0.00	Highest

6 .Success conditions.	5.00	0.00	Highest	5.00	0.00	Highest	5.00	0.00	Highest
Total average	4.84	0.12	Highest	4.90	0.00	Highest	4.93	0.10	Highest

From Table 6, the assessment results assess the use of the supervision model that promotes teaching and learning of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, it was found that, suitability was in the highest level of opinion ($\bar{x} = 4.84$, $SD = 0.24$), when considering each aspect in descending order namely; the evaluation of the model, supervision process, supervision content, objective, the principle aspect of the model, possibility was in the highest level of opinion ($\bar{x} = 4.71$, $SD = 0.22$), when considering each aspect in descending order, including the success conditions, supervision content, supervision objectives, the principle aspect of the model, supervision process and model evaluation, usefulness was in the highest level of opinion ($\bar{x} = 4.70$, $SD = 0.22$), when considering each aspect in descending order namely; the evaluation of the model, success condition, process aspect of the model, supervision content, objectives and principles of the model.

Discussion

The College of Dramatic Arts has recently developed a new supervision model that aims to improve students' learning experiences. This model provides more specific details on various aspects of the supervision process, thus enabling students to be better prepared for their learning journey. This model emphasizes the importance of defining clear goals and objectives for students that align with their individual learning needs. It also highlights the need for regular feedback and open communication between supervisors and students, which helps foster a positive learning environment. The supervision model also focuses on the development of effective learning strategies and techniques such as providing opportunities for students to engage in independent research and reflection. This helps build critical thinking and problem-solving skills. Furthermore, this model encourages the development of strong mentoring relationships between students and supervisors. This relationship is critical in facilitating the success of the supervision experience. The new supervision model developed by the College of Dramatic Arts was designed to provide students with a more structured and effective learning experience. It offers a comprehensive framework that supports students throughout their learning journey, enabling them to achieve full potential.

The development of a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, The research results can be discussed as follows:

1. The results of the development of a supervision model that promotes instructional management of teachers in the Colleges of Dancing Arts. Bunditpatanasilpa Institute of Fine Arts found that, the supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, there are 6 components as follows: 1. Principles of model. 2. Purpose of the model. 3. Supervision content. 4. Supervision process (S-I-A-R-E MODEL) consists of:

Step 1: Studying the current state of supervision (Study : S)

Step 2: Providing knowledge about supervision (Information : I)

Step 3: Supervision Action (Action: A)

Step 4: Reflection : R and,

Step 5: Supervision evaluation (Evaluation : E)

5. Evaluation of the model and,6. Success Conditions, the findings appear like this may be because the researcher has developed a supervision model by studying principles, concepts, theories and synthesis of documents, and related research to be used as basic information for the design of the supervision model. Including, consideration of inspection, give suggestions to improve the supervision to be accurate, suitable according to the conceptual framework of supervision from experts in order to provide a form of supervision that is appropriate before use to practice.

In addition, it is in line with the research of Charan Nuammano (B.E. 2562) who conducted a research on The Development of an Internal Supervision Model for Teacher Competency Development in English Learning Management for Secondary Schools in the Northeastern Region with the aim of:

1) To study the current and desirable conditions of teacher competency in English language learning management for secondary schools in the Northeastern Thailand.

2) To develop a model of internal supervision to develop teachers' competency in English learning management for secondary schools in the Northeastern Thailand.

3) To evaluate the use of the internal supervision model, to develop teachers' competency in English learning management for secondary schools in the Northeastern Thailand, this is Research and Development, the research results are as follows:

1) The results of the study of current conditions moderate and the desirable condition of teachers' competency in English language learning management for secondary schools in the Northeastern overall, it was at the highest level.

2) The results of developing an internal supervision model for developing teachers' competency in English learning management for secondary schools Northeastern region found that: An internal supervision model for developing teachers' competency in English language learning management for secondary schools in the Northeastern there are 7 elements, namely:

3) The results of the evaluation of the use of the internal supervision model found that:

1) The results of the cognitive test of teachers who received supervision in English learning management had higher knowledge than before receiving internal supervision.

2) The assessment results of the teachers' learning management abilities after receiving internal supervision had higher learning management abilities than before receiving internal supervision learning management is at a highest level.

3) The results of the assessment of the satisfaction of the supervised teachers towards the internal supervision to develop competency in English learning management overall, it was at the highest level.

4) Evaluation results of students' opinions on learning English overall, it was at the highest level and,

5) Evaluation results of using the internal supervision model overall, it was at the highest level. In addition, it is in line with Patchanee Dansena (B.E. 2563) has conducted research on The Development of a Supervision Model to Enhance Teachers' English Language Learning Management Competencies in Private Schools with the aim of:

1) To study the current situation, problems and needs of supervision to enhance English learning management competency of teachers in private schools.

2) To develop a supervision model for enhancing English language learning management competencies of teachers in private schools.

3) To study the effect of using a supervision model to enhance English language learning management competencies of teachers in private schools.

The research results found that:

1) The results of the current state of study, the problem is at a moderate level and the need for supervision to enhance teachers' competency in English language learning management in private schools at the highest level.

2) The results of the development of a supervision model for enhancing English language learning management competencies of teachers in private schools. that has passed the quality inspection from qualified persons, namely:

1. The model principle is cooperation and cooperation to achieve sustainable goals.
2. Purpose of the model to develop executives and teachers who supervise knowledge model understanding, models can be used for guidance to enhance teachers' English language learning management competencies in private schools.
- 3) Supervision content consists of, designing a learning management plan, learning management skills and teachers' attitudes in English language learning management.
- 4) Supervision process (PORE Model) consists of:

Step 1: Planning (Planning : P)

Step 2: Supervision Organizing : O, There are 3 steps in the process of supervision to improve teaching and learning management, namely; 2.1 Meeting before observing (Per Observation). 2.2 Observation. 2.3 Post Observation Conference

Step 3: Reflection on self-learning management (Self-Reflecting : R)

Step 4: Supervision evaluation (Evaluating : E)

5. Assessment of the model and,
6. Success Conditions.

3. The results of using the supervision model to enhance the English language learning management competency of teachers in private schools found that:

- 1) Teachers who receive supervision in English language learning management have higher knowledge than before supervision.
- 2) The results of supervising teachers' ability to design learning management plans After being supervised, the ability to manage learning was higher than before being supervised and supervised teachers were more capable of managing learning than before supervising and,
- 3) The results of the assessment of the satisfaction of the supervised teachers towards the supervision for enhancing English learning

management competency of private school teachers overall, it was at the highest level of satisfaction.

4) Evaluation results of students' opinions towards learning English overall, it was at the highest level and,

6) Results of suitability assessment possibility and the usefulness of the overall supervision model were at the highest level, including in accordance with the research of Jiraporn Sila (B.E. 2563).

The results of the development of a cooperative supervision model to develop experiences that promote science process skills for early childhood children include; principles, objectives, operational processes of the supervision model (ARSIDE Model). Where A is setting common goals (Analysis for Goal).

R is for building relationships (Relationship). S is functional design (Styling).

I is to provide knowledge before supervision (Information). D is for cooperative supervision (Doing) and, E is evaluation (Evaluation) and success factors are 4 factors, namely: 1) Support from executives. 2) Continuity in supervision. 3) Motivating. 4) Responsibility.

1. The results of the current situation survey on supervision for developing experiences that promote science process skills for early childhood children found that, the overall level was at a moderate level and the most expected issue to improve teacher experience management is cooperative supervision.

2. The results of the development of a cooperative supervision model to develop experiences that promote science process skills for early childhood children, consisting of principles, objectives, operational processes of the supervision model (ARSIDE Model).

Where A is a common goal setting (Analysis for Goal). R is Relationship building (Relationship). S is functional design (Styling). I is to provide knowledge before supervision (Information). D is for cooperative supervision (Doing) and, E is evaluation (Evaluation).

And the four success factors are: 1) Support from executives. 2) continuity in supervision. 3) Motivating. 4) Responsibility.

3. The results of using the cooperative supervision model to develop an experience that promotes scientific process skills, it was found that the supervisors in the supervision of experiences that promote science process skills for early childhood children were at a high level and the supervision recipients were able to provide experiences that

promote science process skills for early childhood children at the highest level.

4. Evaluation results of the cooperative supervision model to develop experiences that promote science process skills for children overall, it was found that the model evaluation was at a high level, consistent with Maliwan Somsri (B.E. 2565).

The development of a supervision model that promotes English learning management competency for communication of elementary school teachers under the Office of the Basic Education Commission in the Northeastern Region found that, the components of the supervision model that promotes the competency of teachers' learning management in all 6 elements namely:

1) Principle of model. 2) Purpose of the model. 3) Supervision styles/methods include: (1) Guided supervision. (2) Cooperative supervision.

4) The process of the supervision model consists of: Step 1 Analysis. Step 2 Preparation. Step 3 Giving Knowledge. Step 4 Supervision Operations and,

Step 5 Giving feedback. 5) model evaluation and, 6) Success Metrics which results of model evaluation by experts, it was found that, the supervision model that promoted English language learning for communication competency of elementary school teachers is appropriate possibilities and benefits was at the highest level. Jariya Taeng-on (B.E. 2559), conducted a research on the model of supervision within educational institutions affecting teaching efficiency of teachers in schools under the Nong Chok District Office Bangkok, the purpose of this study was to study the relationship between supervision model within schools and teachers' teaching efficiency in schools under the Nong Chok District Office Bangkok, the results showed that, the model of supervision within the school had a relationship between the model of supervision within the school and teaching efficiency of teachers in schools under the Nong Chok District Office Bangkok at a high level including:

1) Friend Helping Friend, the supervision process consists of: (1) supervision planning. (2) supervision operations. (3) supervision evaluation and,

2) Supervision by executives, the supervision process consists of: (1) Observation Planning Meeting. (2) Teaching Observation. (3) Providing Feedback.

And determine the next issue, teacher teaching efficiency at a high level, it contains the following components:

- 1) Arrangement of activity content in accordance with the aptitude of the students.
- 2) Skills training, thinking process, application of knowledge to solve problems.
- 3) Organizing activities for learners to learn from real experiences.
- 4) Teaching and learning management by combining knowledge from various fields cultivate good morals and values.
- 5) Promotion Support the environment for learners to learn, use research as part of the learning process.
- 6) Learning management to occur anytime, anywhere by coordinating with all parties and the relationship between supervision models within schools and teaching effectiveness of teachers in schools under the Nong Chok District Office Bangkok overall, there was a high level of correlation at the statistical significance level of .01.

2. Evaluation results of the use of a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts found that:

- 1) The results of the cognitive test of the participants in the project using a supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts, have higher knowledge than before receiving supervision.
- 2) The results of the assessment of the skills of the supervisors in supervision according to the supervision model that promotes instructional management of teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts at the highest level.
- 3) The assessment results for the ability to design learning management plans and teaching and learning skills were higher than before supervision.
- 4) The results of the evaluation of the teachers' satisfaction with the supervision that promotes instructional management of the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts overall, it was at the highest level of satisfaction.
- 5) Results of suitability assessment possibility and the benefits of the supervision model for teaching and learning management of the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts overall, opinion was at the highest level in all respects.

The findings of this research may be due to the supervision component that promotes teaching and learning among teachers in the College of Dramatic Arts. Buditpatanasilpa Institute of Fine Arts consists of:

A study of current conditions, problems and solutions (Study : S).
Information about supervision: (I). Supervision Actions (Action : A).
Reflection : (R) and,
Supervision Evaluation (Evaluation: E).

Explain the studied phenomenon to give a concept, conceptual structure because the supervision model that promotes the teaching and learning of teachers in the College of Dramatic Arts. Bunditpatanasilpa Institute of Fine Arts, developed by the researcher, designed under the conditions and elements of principles, concepts, theories that are correct and suitable, can be applied to relate to the context and situation of the teacher's supervision of teaching and learning management in order for teachers to manage learning to achieve results, develop learning management plan, design skills and teaching management skills through the conceptual framework supervision theory when the supervision model was applied to the experiment. Therefore, it is in line with the needs of supervised teachers who want to develop learning management plan design skills and teaching management skills which is when Bunditpatanasilpa Institute of Fine Arts The curriculum has been revised into a competency-based curriculum, the aforementioned guidelines are consistent with the research guidelines of Wiranpat Nilkaewbowornphit (B.E. 2563) ,conducted research on the development of a supervision model joint professional development to develop academic work on the measurement and evaluation of learning outcomes in basic education institutions in Northeastern region found that, a model of joint supervision for professional development to develop academic work on measurement and evaluation of learning outcomes in basic education institutions in Northeastern, it's called the "CoPDA Model" the elements of the model consisting of:

- 1) Cooperative Professional Development : Co
- 2) Supervision planning for teaching and learning management of teachers (Plan : P)
- 3) Implementation, there is an observation of the teacher's teaching, providing feedback (Do : D) and,
- 4) Assessment of Supervision with Professional Development (Assessment : A)

The results of the application of the joint professional development supervision model to develop academic work on learning assessment and evaluation in basic education institutions of Northeastern, used and developed model assessment found that:

- 1) The joint professional development supervision team, has knowledge and understanding of using the joint professional

development supervision model and have knowledge and understanding of the joint supervision process for professional development in order to develop work in measuring and evaluating learning outcomes in basic educational institutions of Northeastern, measured by the evaluation results of the co-supervisory team after the training were higher than before the training.

2) The professional development joint supervision team had the ability to manage learning in the Active Learning model by self-assessing, the ability to manage learning all co-supervision teams have the ability to manage learning, to measure and evaluate learning outcomes of everyone there are at the highest level.

3) All teachers who received the supervision had better level of teaching and learning behavior development.

4) Teachers who receive supervision, have the ability to manage learning in an Active Learning model by evaluating the learning management results by the joint professional development supervision team at the highest level.

5) The joint professional development supervision team was satisfied with the use of the joint professional development supervision model to develop academic work on assessment and evaluation of learning outcomes in basic education institutions in Northeastern region overall, is at the highest level.

6) Teachers who receive supervision satisfaction with the supervision model joint professional development model for academic development in measurement and evaluation of learning in basic education institutions in Northeastern overall, is at the highest level. Ampha Pratumchai (2B.E. 2563) has conducted research on,

The development of peer supervision model for professional development to improve the quality of teaching English teachers at grade 4-6 level of the Office of the Educational Service Area, it was found that, the form of professional development peer supervision to improve the quality of teaching English teachers at the level of grade 4-6 of the Office of the Educational Service Area was:

1) The 5 main components which are, the principles of the model, objectives, knowledge management process, model evaluation, success condition.

2) The 5-step supervision process which are, operational planning, knowledge enhancement before supervision, building a supervision operational team performance appraisal and disseminating results.

Evaluation of the use of professional development peer supervision model to improve the teaching quality of English teachers grade 4-6 of the Educational Service Area Office, users of the model were satisfied with the components of professional development peer supervision. In terms of success, the principle of the model,

assessment of models, objectives, knowledge management processes at a high level, for the supervision process satisfied Co-creation of the supervisory operations team at the highest level.

Performance appraisal publishing works operational planning and enhancing knowledge before supervision at a high level Expert model evaluation section feasibility and usefulness at the highest level accuracy and suitability is at a high level, consistent with Anongnat Kenpho (B.E. 2562) has conducted research on The Development of a Supervision Model to Enhance the Learning Management Competencies of Teachers in Primary Schools, the results showed that, the supervision model is the RODE Model, which is appropriate, have a possibility and useful, the indicators of supervision to enhance learning management of teachers in elementary schools can be divided into 4 components namely:

1) Interaction. 2) Cultural. 3) Practice. 4) Assessment for Development

Evaluation results for model implementation participants have higher knowledge than before the training. Observing the overall class, the teacher is at the improvement level, supervisors are at high level, the result of using the model (RODE) is at a highest level. Atit Chaikirin (2019) has researched about, The Development of an Internal Supervision Model Using a Professional Learning Community for Secondary Schools, the results showed that, the internal supervision model using professional learning community process for secondary schools found that, the internal supervision model consisted of 5 components namely:

Planning Arrangements, Practice, Reflection, Improvement and Evaluation and Summarizing and Reporting Results, the professional learning community process consists of 6 components namely:

Joint Vision Collaborative Teamwork, Collaborative Leadership, Professional Development Learning, Kalayanamit Community and Community Support Structures, and the model is theoretically reasonable and feasible, overall, it was at a high level (Mean = 4.32, SD = 0.38).

3. Deputy Director of the Academic Administration Group and the head teacher of the subject group had knowledge scores about internal supervision and professional learning community after the development was significantly higher than before the development ($p < 0.001$), with knowledge scores increasing equal to 9.57 points (95% CI: 8.63-10.52).

There were performance scores according to the internal supervision model and the overall professional learning community after the development than before the development was statistically significant ($p < 0.001$), with an increase of 1.54 points (95% CI: 1.35-1.72) and satisfaction with the overall model was at a high level

(Mean = 4.14 , SD = 0.3) Russamee Phukandan (B.E. 2562) has researched about, Developing a team-based internal supervision model, the results showed that, in terms of internal supervision development, it was aimed at teachers to change their teaching behavior and behavioral change had to come from themselves and support from the supervision team which the purpose of internal supervision use the principle of linking content to supervision creating supervision goals positive coaching supervision planning includes:

inspection operations, internal assessment, revision, success goals, include leadership, trust, self-efficacy, and cooperation. Outcomes include teams understanding the supervision process team-based, satisfaction in supervision model, Samart Phongsri. (B.E. 2563) conducted a research on Supervision model for effective Thai language learning management of private elementary schools in the Northeastern region, the results of the development of an effective supervision model of Thai language learning management of private elementary schools in the northeastern region found that, an effective supervision model of Thai language learning management of private primary schools in the northeastern region above, there are 5 main components which are:

1. Principles of models.
2. Purpose of the models.
3. The effective supervision process for managing Thai language learning has 6 steps, namely: 1) Study of current conditions (Survey = S). 2) Knowledge Management (Educate = E). 3) Supervision planning (Plan = P). 4) Supervision Operations (Implement = I). 5) Reflection on supervision results (Reflect = R) and,
- 6) Evaluation= E.
4. Evaluation of the model and,
5. Conditions for successful implementation of the model.

At the College of Dramatic Arts in the Buditpatanasilpa Institute of Fine Arts, a thorough and personalized approach was taken to supervise teachers. This begins with an in-depth hiring process that involves conducting detailed interviews and carefully examining each candidate's qualifications. Once hired, each teacher was given a comprehensive orientation that included an overview of the institute's mission and values. All new teachers were assigned a mentor and underwent regular observations and evaluations. To ensure that the highest standards of teaching are met, each teacher is provided individualized feedback and support. This includes coaching on effective teaching practices, guidance on lesson planning, and support for the design and delivery of assessments. Regular professional development opportunities are also provided

with a focus on staying current with the latest trends in drama education and pedagogy.

Teaching dramatic arts is a complex process that requires a specialized set of skills and knowledge. As such, developing a supervision model that promotes teaching and learning management for teachers at the College of Dramatic Arts is critical. Such a model would help address the numerous challenges that drama teachers face and ensure that they are better equipped to impart knowledge and skills to students. A supervision model for teaching and learning management in drama could include elements such as feedback mechanisms, coaching and mentoring, and professional development opportunities. These elements provide opportunities for constructive criticism, ongoing support, and resources for growth and improvement. Additionally, regular monitoring and evaluation of teaching practices are essential to ensure that they align with the goals and objectives of the curriculum. By implementing such a model, the College of Dramatic Arts can improve the quality of teaching and learning, thus producing graduates with the necessary skills to succeed in the contemporary performance landscape. Furthermore, the use of a supervision model encourages teachers to stay at the cutting edge of their craft, providing a platform for exploration, innovation, and experimentation. Ultimately, developing a supervision model for teaching and learning management is an integral step towards ensuring that the study of dramatic arts remains relevant and impactful.

With the implementation of the supervision model discussed in the article, teachers are better equipped to enhance their teaching and learning management skills and, in turn, ensure that their students receive the best possible education; however, it is important to acknowledge that this supervision model may not necessarily be applicable to all educational institutions. As with any model, there may be limitations to its implementation and potential barriers should be identified before any attempts are made to apply the model to other institutions. Additionally, while the article focuses solely on the College of Dramatic Arts, the model may also benefit K-12 institutions or other higher education institutions. In the future, research should be conducted to investigate the effectiveness of this supervision model in different educational settings. Additionally, by examining the data and outcomes of this supervision model over time, researchers may be able to adapt and further develop it to better fit the needs of educators and students. Ultimately, this article lays a solid foundation for future research and exploration to advance teaching and learning management in educational institutions.

Conclusion

Evaluation results of the effective use of the Thai language learning management supervision model of private elementary schools in the northeastern region found that,

- 1) The supervised teachers had a higher knowledge and understanding of effective Thai language learning management than before the supervision according to the developed model.
- 2) Teachers who were supervised were able to manage Thai language learning more effectively than before being supervised according to the developed model.
- 3) The supervising teachers were able to supervise effective Thai language learning management at a high level.
- 4) Supervising teachers and supervised teachers were satisfied with the effective supervision model of Thai language learning management of private elementary schools in the northeastern region at the highest level.
- 5) The students were satisfied with the Thai language learning management according to the developed supervision model at the highest level, and
- 6) Evaluation results of the effective implementation of the Thai language learning management supervision model of private elementary schools in the northeastern region was at the highest level.

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