

Suree Kaoses 2010: Teacher Development Model on Physical Education Authentic Assessment in the Secondary School Level. Doctor of Philosophy (Physical Education), Major Field: Physical Education, Department of Physical Education. Thesis Advisor: Associate Professor Kornrawee Boonchai, Ed.D. 300 pages.

The objective of this research was to develop the teacher development model on physical education authentic assessment in the secondary school level. The specific objectives were: 1) to study the efficiency of programmed instruction on physical education authentic assessment in the secondary school level, 2) to study the performance of physical education teachers in the secondary school level using authentic assessment, and 3) to study the physical education teachers's attitudes towards the teacher development model on programmed instruction and collaborative supervision. The sample group was twenty-nine physical education teachers in public secondary school level, academic year of 2008, Samutprakan Educational Area Office 1, and was selected by simple random sampling. The research instruments were the programmed instruction and collaborative supervision. The data were analyzed for percentage, mean, standard deviation and dependent t-test.

The results found that: 1) programmed instruction efficiency were 80.09/80.57, 2) after studying programmed instruction, the performance on knowledge of physical education teachers in the secondary school level increased significantly at the .01 level. Performance on practice and attitude toward the authentic assessment were rated at high level, and 3) the attitude of physical education teachers toward programmed instruction and collaborative supervision was rated high level.

In summary, the programmed instruction and collaborative supervision PCo model is appropriate for development of secondary school physical education teachers on using the authentic assessment.

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Thesis Advisor's signature