

Research title	The Standard's Development of Kindergarten Teachers of the Department of Local Administration, Thailand by "Coaching and Mentoring" method under the model of "On the Job Training".
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The purpose of the study was two- folds: 1) to improve and develop the teaching skills of Kindergarten teachers by Brain Based Learning method (BBL) with Classroom Action Research (CAR) in Experimental Research Design through Coaching and Mentoring model. 2) to evaluate the teaching efficiency of Kindergarten teachers into 3 categories; a) a cognitive domain or the teacher literacy in teaching by Brain Based Learning and Classroom research methods implementation. b) the psychomotor domain in teaching techniques in their practiced in classroom at their school and 3) an affective domain's evaluation into 2 categories therefore, 1) the attitude of their career and 2) the attitude of training's method and management by 6 sub-categories; contents, activities, teaching materials, assessments and evaluations' method, trainers and a usefulness of literacy for adaptation in the future time. The sampling group was selected by the purposive sampling method were totally 100 persons of kindergarten teachers around Thailand. There were various training tools for this study by the following explanation such; books and training material papers, the pre-test and post-test paper test, the teaching evaluation form, and an affective evaluation form and then analysis by the statistics in term of percentage and mean.

The results reveal by the following:

1) The average improvement scores of all of the participants (100 persons) were rapidly increased from 23.56 scores (pre-test) to 34.70 scores (post-test) and the percentage of improvement score was 32.68 from 50 scores by the following regions such as, the northern region was 35.52, the north eastern region was 34.11, the central region was 30.72 and the southern region was 30.44 scores.

2) The kindergarten's teaching efficiency in term of the learning design; teaching methods and learning management were in high ranking in all regions.

3) The result score of an affective domain or the attitude of training was divided into 2 categories; firstly, the satisfaction of training methods were in highest ranking (Mean=4.61), especially in the trainer or guest trainer was in highest ranking (Mean= 4.91), followed by the contents of training (Mean= 4.68), and the implementation for future time (Mean= 4.62) and furthermore, the attitude of their career were in highest ranking too (Mean= 4.76), therefore, proud to be the kindergarten teacher and also love in their career.

4) The hypothesis testing was found that ; the posted-test scores of all participants after training were higher than the pre-test in 32.68 scores (50 scores), so it can be assumed that the result of this research was relevance with the hypothesis. The result score of all teachers' teaching skills and learning management were in high. Finally, the classroom research of all teachers were in high level standard, approve to the hypothesis too.