

Research Title	Research and Development on Teacher Development Process by Using Teacher Coaching to Enhance 21 st Century Skills for Students in Lop Buri Province
Researchers	Songsri Toonthong and Others
Year	2013-2014

ABSTRACT

This research aimed to develop a teacher development process by using a teacher coaching system to enhance 21st Century Skills for students in Lop Buri Province and to study results of the teacher development process by using the teacher coaching system. The target group included school administrators, teachers and students who volunteered to participate in the project from 20 schools: 14 schools under the jurisdiction of Lop Buri Primary Educational Service Area Office 1 and 6 schools under the jurisdiction of Lop Buri Secondary Educational Service Area Office 5. The duration of the study was 18 months: from May 2013 to September 2014. Data, collected by observations, interviews, field notes, cameras, video cameras and 10 sets of measurement forms on 21st Century Skills, were analyzed in terms of induction-- interpretations, conclusions from evidence gathered from research fields and data classification. Percentage and means were also used.

Results were as follows:

1. Forms of teacher development by using a teacher coaching system comprised awareness, challenge, planning, cognitive coaching and reflection.

2. Results of the teacher development process by using the teacher coaching system indicated that:

- 2.1 Results in teachers: Teachers had more knowledge and understanding about coaching. Their instructional behavior changed from lecturing to facilitating. They focused more on students' practical work and encouraged them to think more. They gave students more time before giving answers.

- 2.2 Results in students: Students were happier learning and showed more confidence in expressing themselves. They learned more from practical experiences. Overall, the average percentage of each of the students' skills was at 75.99

- 2.3 Results in school administrators: Results revealed that administrators adjusted their administrative behavior. They paid more attention to and provided more facilities in

teaching and learning. Each school had its own model of moving forward according to its individual context.

2.4 Results in school supervisors: Research showed that school supervisors allowed more time for teachers before giving answers. They gave fewer directions. They adjusted their behavior from giving directions to giving suggestions. They also focused more on in-depth supervision.

2.5 Results in coaches: Research evidence revealed that coaches had more understanding of coaching. They were able to use coaching concepts to guide themselves. They learned when to use questions to encourage teachers' thinking and waited for their answers. They were flexible in their thinking and adjusted their own instructional behavior.