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CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

2.1 INTRODUCTION

Every piece of ongoing research needs to be connected with the theoretical concepts and the work already done, to attain an overall relevance and purpose. The theoretical orientation and review of the past literature thus becomes a link between the research proposed and the studies already. Researchers usually summarize relevant literature in the introduction to research reports. The theoretical orientation and the review literature provide readers with a background for understanding current knowledge on a topic and illuminate the significance for the new study.

The value of theory and review of past studies depend on the clarity and coherence of their formulation and their adequacy to their conceptual frameworks. It helps us to understand the world and select the better choices. As a result, there are always multiple theories in the research studies. Therefore, the present chapter is concerned to the theoretical orientation regarding the meaning of teachers’ competencies, different aspects of professional teachers, teachers’ competencies standards, and the collaborative supervision within the schools. This chapter also present the review of the past researches related to the teachers’ competencies and the collaborative supervision within the schools which have been done in Thailand and in foreign countries.

2.2 TEACHERS’ COMPETENCIES

2.2.1 Meaning of Competencies

The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

Albanese (1989)\(^1\) mentioned that competencies are personal characteristics that contribute to effective managerial performance. It is a set of skills, related knowledge and attribute that allow an individual to perform a task or an activity within a specific function or job.
Dreyfus, Stuart E. & Dreyfus, Hubert L. (1980) stated that competency is the ability requirements of human beings in organizations and communities. The four general areas of competency are:

- **Meaning Competency:** The person assessed must be able to identify with the purpose of the organization or community and act from the preferred future in accordance with the values of the organization or community.

- **Relation Competency:** The ability to create and nurture connections to the stakeholders of the primary tasks must be shown.

- **Learning Competency:** The person assessed must be able to create and look for situations that make it possible to experiment with the set of solutions that make it possible to complete the primary tasks and reflect on the experience.

- **Change Competency:** The person assessed must be able to act in new ways when it will promote the purpose of the organization or community and make the preferred future come to life.

William J. R. (1999) give an idea that competencies are generic knowledge motive, trait, social role or a skill of a person linked to superior performance on the job. It is demonstrated or master in a job and could be easily transferred to another job.

Raven, J. & Stephenson, J. (2001) describe that competency is the ability of an individual to perform a job properly. Competency can be defined as a combination of knowledge, skills, and behaviour used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation. Competency is also used as a more general description of the requirements of human beings in organizations and communities. Competency is sometimes thought of as being shown in action in a situation and context that might be different the next time a person has to act. In emergencies, competent people may react to a situation following behaviours they have previously found to succeed. To be competent a person would need to be able to interpret the situation in the context and to have a repertoire
of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant.

UNIDO (2002) described that competency is a set of skills related knowledge and attribute that allow an individual to successfully perform a task or an activities within a specific function or job. Competency can be classified into three types as follow:

- Generic competency

  Generic competency is the competencies which are considered essential for the staff, regardless of their function or level i.e. communication programme execution, processing tools, linguistic etc.

- Managerial competency

  Managerial competency is the competencies which are considered essential for the staff with managerial or supervisory responsibility in any service or functional area including directors and senior post. Some managerial competencies could be more relevant for specific occupations, however they are applied horizontally across the organization i.e. analysis and decision making, team leadership, change management, strategic thinking, problem solving, negotiating, mentoring & coaching, presentation etc.

- Technical or functional competency

  Technical or functional competency is the competencies which are considered to performance any job in the organization within a defined technical or functional area of work i.e. environmental management, industrial process sectors, investment management, finance and administration, human resources management etc.

Katane, Irena et. al. (2006) defines competencies as “knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job.”

Selvi, Kiymet. (2007) stated that competencies are defined as “the set of knowledge, skills, and experience necessary for future, which manifests in activities”

Virgil E. Varvel Jr. (2007) give an idea that competency refer to appropriate knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. In the other words, a competent individual is one who
effectively and efficiently accomplishes a task (instruct) in a given context using appropriate knowledge, skills, attitudes, and abilities that have adjusted and developed with time and needs.

Wattana Piyawattanalai (2008)\(^9\) stated that competencies means a group of knowledge, skills, abilities, and performance which are needed for employee to applied to a particular work efficacy. Competencies divided into three types: (1) Core Competency, (2) Job competency, (3) Personal competency.

Chirawan Suntornbovorn (2008)\(^10\) stated that competencies means knowledge, skills, attributes, and performance which are needed for the job effectiveness.

The American Heritage Dictionary (2009)\(^11\) stated that competencies are what give firm one or more competitive advantages, in creating and delivering value to its chosen field. Competencies are groups of skills, behaviour, or knowledge that are identified as performance standards for a particular job. Competencies are applied to a particular job rather than an individual employee. They are typically validated by employee who is performing the competency at least an acceptable level.

From the meaning of competency mentioned above, it can be concluded that competency is the ability of an individual to perform a job properly. It is a combination of personal knowledge, ability, skill, attitude, values, motivation, belief, experience and behavior used to improve performance or quality of being adequately or well qualified for the professional advantage, to incur the development according to the required purposes or specific role. Competency is an underlining characteristic of a person which enables him/her to deliver superior performance in a given job, role or a situation.

2.2.2 Meaning of Teachers’ Competencies

The main aim of teacher is to make students learn effectively and efficiently. For doing so, a teacher has to do several activities such as plan properly, provide effective instruction and evaluate the learning using appropriate methods and techniques. That means, a teacher has to perform a host of activities inside and outside the classroom. The effectiveness or ineffectiveness of teaching is closely linked to teacher competence.
Competent teacher would also create classroom conditions and climate, which are conducive for student learning.

Dunkin, M.J. and B.J. Biddle (1974) state that teachers’ competencies is the ability of teachers related to teaching duties in school i.e. knowledge of subject matter, planning of the lessons, motivating learners to learn, presentation and communication, evaluation and classroom management & discipline.

1. Knowledge of subject matter

Adequate knowledge in the content areas would be essential for any teacher to perform competently. The acquisition of knowledge and understanding of any subject would not be just a matter of collecting facts and information about the subject, more importantly; it is learning to think in a way that is characteristic of that discipline. For example, a teacher of Physics expects knowledge about the physical world or arrives at generalizations regarding the physical phenomena not by authority of another person or a book but by a verification process, which is typical of the way in which the knowledge in Physics is built. Also, the knowledge, thus, acquired are organized conceptually to provide a conceptual structure to the discipline of Physics, which is coherent and stable.

2. Planning for the course or lesson including teaching strategies, teaching materials, and classroom organization

Teachers’ planning refers to that aspect of teaching where teachers formulate a course of action. It is an activity that is typically carried out in the absence of students and before the actual teaching. Long range planning or planning for a semester or a year, may not involve deciding what to teach if the course of study is prescribed for a given level. But even here, it would still involve deciding what to teach first and what next and also planning for other supplementary activities that might act as a ‘bridge’ or a "gap-filling exercise". It also includes some kind of assessment of what students come to teachers for. Long range planning also involves the structuring of the course and the kind of treatment that each unit/topic/lesson should receive; deciding on which one should be dealt with in details and which cursorily, which ones need more time and effort on the teacher's and student's part.

3. Motivating learners

Even when the plan is good, an important function of the teacher in
implementing it, is to motivate those learners who are demotivated to the task of learning and nurture those who are already well motivated. There are several ways in which one can achieve this:

- by giving students meaningful, relevant and interesting things to do;
- by adopting a positive attitude towards learners (praising and encouraging the positive efforts by learners will help to keep up motivation);
- by giving encouraging feedback to their responses;
- by involving learners in the classroom activities that demand inter-
  Student communication and co-operative efforts on their part;
- by linking the day’s lesson with that of the next and also (if possible) to other subjects by drawing from their past experiences and proceeding at a pace that is most suitable to them;
- by building into the tasks, some amount of flexibility, so that learners with varying abilities and experiences find them challenging enough even while, not frustrating their efforts.

4. Presentations and communication

After ensuring the students’ interest in the learning, a teacher in the classroom is to transact with the students in the context of a specific subject matter. The teacher is expected to communicate with the students in a number of ways so that the learners attain various types of learning outcomes. In order to achieve this effectively, the teacher may have to manifest various types of skills including lecturing, explaining, eliciting through questions, conducting discussion, dramatizing, reading, demonstrating; using audio-visual aids, etc. all these may be categorized into skills for effective presentation and communication in the instructional situation.

5. Evaluation

Evaluation of the students’ achievement of a pre-specified objective is part and parcel of a teacher’s function such as: preparing question papers or taking viva voce. Teacher has to observe the students in many different situations in order to judge the extent to which the expected terminal behaviours have been actually achieved by them. This includes
so many activities. A teacher has to; first of all, select the suitable techniques and tools of evaluation. It is obvious that one cannot measure the length of a stick by using a weighting machine. Similarly, for measuring the skills of performing experiments, one cannot have a written examination. Hence the teacher has to select the suitable techniques and tools for measurement according to what lie would like to measure. Once the tools are decided on, one has to set about measuring the concerned behaviour. This would give the actual achievement of the terminal behaviour. A teacher should compare the actual terminal behaviour of the students with their expected behaviour. This helps him to judge the extent to which the expected terminal behaviour has been achieved. The gap between the two indicates the areas in which the students have not learnt. The teacher should make use of this feedback to improve his teaching as well as to provide the necessary remedial help to the students. All these activities mentioned, need competencies on the part of the teacher.

6. Management of classroom and discipline

Instructional process in the class can go on effectively only when there is a healthy and conducive climate in the class. Thus, classroom management becomes a very critical function of a teacher. The teacher has to possess various skills which would help him in managing the class in such a way that a healthy and conducive climate prevails.

Anderson, Lorin W. (1989) stated that teachers’ competencies are the requirements of a competency based teacher education, which includes knowledge, skills, values and behaviour of teachers. The characteristics of competencies of teachers are as follows.

1. Competency consists of one or more skills whose mastery would influence the attainment of the competency.

2. Competency has its linkage with all the three domains under which performance can be assessed. It covers the domains of knowledge, skill and attitude.

3. Competencies, since have a performance dimension of them, are observable and demonstrable.

4. Competencies are observable, they are also measurable. It is possible to assess a competency from the performance of a teacher. It is not necessary that all competencies of a teacher have the same extent of knowledge, skill and attitude. There may
be some competencies of a teacher which have the same extent of knowledge, skill and attitude. There may be some competencies involving more of knowledge than skill and attitude, whereas, some competencies may be skill or performance loaded.

According to the view of Anderson, Lorin W. (1989)\textsuperscript{14}, teacher competencies can be classified into three ways i.e. management functions, instructional functions, and classroom interaction function.

1. Management function: Teachers have to create the conditions under which learning can take place. While setting up learning activities in the classroom, the teachers are required to play a managerial role which includes motivating, organizing the learning group, classroom management (control and discipline) and evaluation.

2. Instructional function: Teachers have to impart, by a variety of means, ‘knowledge’ to their learners. The instructional side of a teacher’s function includes different presentations and communication skills like lecturing, questioning, explaining, dramatizing, using audio-visual aids, etc.

3. Classroom interaction function: Teachers have to look at teaching essentially as something that is obtained in the classroom, i.e. classroom interaction involving the teacher, the students and the different contexts or opportunities that are set up for facilitating learning. These contexts or opportunities include the different teaching modes (discussions, demonstrations, lectures, etc.), evaluation, motivation, classroom management, and constitute the process aspect of teaching. These have certain antecedents to it that mainly include planning and knowledge of subject matter.

Kalra (1997)\textsuperscript{15} stated that competence is a concentric organization of a person’s characteristics and behaviours. These characteristics interact with organizational environment and professional culture. He considers that the components of competency are motives, traits, self-image, social roles, skills, and knowledge. Competency is the ability to cope with a certain class of problems encountered on the job. Fully competent teacher is the one who can cope successfully with any professional problem. Competencies can be divided into two broad categories. First are those involving the teacher’s mental abilities and skills, understanding of the psychological & educational principles and his knowledge of the general & specific subject matter to be taught. Second type of competencies is the one
stemming from the personality of the teacher, interests, attitudes, beliefs, behaviour and working relationship with students and other individuals. Studies have been conducted by selecting any one or combination of the competencies.

According to the National Council for Teacher Education (NCTE) (1998-2011)\textsuperscript{16}, competencies is the vital qualities of a teacher include sincerity, honesty and commitment in teaching. Knowledge of education, training and instruction can be used effectively by incorporating vital basic skills such as learning strategies and oral communication, ability to solve complex problems by generating thoughts, plotting and implementation of social skills through education, counseling and social vision in the treatment of children with special wants. Teacher Competencies can be classified as follows:

- Contextual Competencies
- Conceptual competencies
- Content competencies
- Transactional competencies,
- Evaluation competencies
- Management competencies
- Competencies related to other educational activities
- Competencies related to working with parents
- Competencies related to working with community and other agencies

Gupta, Kavita (1999)\textsuperscript{17} defined that teachers’ competencies are knowledge, skills, attitudes, values, motivations and beliefs needed for teachers in teaching and learning process. Teachers’ competencies can be divided into three main areas as field competencies, pedagogical competencies and cultural competencies.

Selvi, Kiymet. (2007)\textsuperscript{18} state that teachers’ competencies is the set of knowledge, skills, and experience necessary for teachers which composed of nine main subgroups such as : (1) field competencies, (2) research competencies, (3) curriculum competencies, (4) lifelong learning competencies, (5) social-cultural competencies, (6) emotional competencies, (7) communication competencies, (8) information and communication technologies (ICT) competencies, (9) environmental competencies.

1. Field competencies are related to the question of “what should school teach?” They refer to the content that the teacher and students will study. For example, the knowledge of math teachers is the main competency for teachers who will teach in
classroom. Field competencies are the main areas of teacher competencies that include academic studies about content. Field competencies are the ones necessary for teachers to conduct their profession. They are the teacher competencies regarding the subjects that teachers will teach or students will learn. Formerly, field competencies were deemed as the most important competency field based on the concept that teachers were the only responsible in transmitting the content. The concept of the one who knows teaches and the teacher is the responsible from learning in classroom changed over time. Within the context of this change, the importance given to teachers’ field competencies declined as a result of the changing role of teacher as rather than transmitting the content but being a facilitator enabling students to interact with content.

2. Research competencies include the competencies of research methods and techniques, designing and carrying out research in teachers’ fields. They support collaboration with colleagues and other specialists or people who are interested in curriculum studies and education. Research competencies are influential for teachers in following the developments in their fields and developing themselves based on these developments. Besides, the research competencies of teachers are of great importance for students in gaining the scientific thinking and scientific process skills. The research competencies help to improve all of the teachers’ competencies and also support research-based teacher education that is a new approach in teacher education.

3. Curriculum competencies can be divided into two sub-competencies as curriculum development competencies and curriculum implementation competencies. Curriculum competencies contain the knowledge about curriculum philosophies and skills in curriculum development, curriculum design, elements of the curriculum development, models of curriculum development, approaches of designing curriculum development, curriculum development process, selecting and organizing the content, planning the teaching and testing conditions and preparing research for curriculum development. Curriculum competencies are related to the understanding of the curriculum plans for the teaching and learning. Curriculum competencies are the competencies of teachers oriented towards carrying out their teaching role more effectively. These competencies are related to both theoretical and practical competencies. These competencies defined as learning-teaching related competencies determine the framework of the knowledge and skills that teachers will
gain. Without curriculum competencies, it is quite difficult to produce an effective education service in schools. In order to discuss the curriculum competencies more effectively and explain why teachers need them, they can be analyzed in two sub-competencies.

4. Lifelong learning process requires that learners take responsibility of their learning. As individuals, teachers are acting for their own learning in the lifelong learning process. Lifelong learning activity goes through the whole life continuing between individual and the world. Lifelong learning competencies include the abilities of learning to learn, and teachers’ responsibilities of their own professional development. Lifelong learning competencies are related to the ability of learning and skills of using the means or tools of learning to improve the learning throughout the human life. Lifelong learning competencies refer to the teachers’ responsibilities for their own learning and development of lifelong learning skills for students. It means that lifelong learning includes two main abilities. The first one is related to teachers’ own lifelong learning ability and the second one is related to teachers’ responsibility to develop students’ lifelong abilities.

5. Social-cultural competencies include the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies. All of them provide freedom to students and teachers in learning-teaching process and also promote the learning. The individuals become social and cultural being in social life. Thus, there is a strong relationship between learning and students’ social-cultural background. Some of the learning theories discussed learning as social-cultural context and teachers’ social-cultural competencies can promote students learning. Humanistic approach and social theories can be put into practice in the classroom by means of teachers’ social-cultural competencies.

6. Emotional competencies are composed of teachers’ and students’ values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on. They are related to the implementation of psychological consultation and curriculum of guidance in school. Teachers’ emotional competencies can help students to learn and students’ willingness to learn can be increased if teachers know how to improve the emotional dimension of students’ learning. Emotional competencies also help teachers become effective teachers while monitoring the students’ learning. Learning requires emotional supports that create positive
feeling for learning-teaching process. Teachers become a learning consultant and mentor about learning for their students.

7. Communication competencies include communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include voice, body language and words such as speaking, singing and sometimes tone of voice, sign language, paralanguage, touch, eye contact, or the use of writing. They include communication skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating.

8. Information and communication technologies (ICT) competencies are based on using tools and technical equipments for the reaching, disturbing and transferring the knowledge. They include any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT competencies are concerned with the use of technology in managing and processing the information includes all technologies for the manipulation and communication of information. It means that the ICT competency is very important to improve the communication in the learning and teaching process.

9. Environmental competencies can be defined as competencies for ecological and environmental safety. The ecological/environmental aspect is a dimension of the sustainable development of teachers. Knowledge, attitudes and skills about ecological system and environment such as keeping clean and available environment, management of ecological resources, being aware of ecosystem, feasible uses of natural resources, availability of natural resources can be defined as environmental competencies.

Kjersten MacKensie (2010) mentioned that teacher competencies are an outcome-based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. The competency characteristics are useful for teaching professional development. There are several characteristics criteria as follow:

• Content Area Knowledge: In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using
methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

- Pedagogical Capabilities: Successful teachers are knowledgeable about multiple methods of instruction. They understand levels of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially assess both student and personal achievement.

- Communication Skills: Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

- Professionalism: Teacher excellence is reflected in a professional's efforts toward continual improvement in his field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students.

From the literature mentioned above, it can be concluded that teachers' competencies are the requirements of a competency based teacher education, which includes knowledge, ability, skill, attitude, and behaviour of teachers, that is advantageous to the profession, incurring the development of students in every aspect according to the required purposes. They are the vital abilities of a teacher which can be classified into different ways such as learning strategies and oral communication, ability to solve complex problems by generating thoughts, plotting and implementation of social skills through education, counseling and social vision in the treatment of students, ability of teachers related to teaching duties in school i.e. knowledge of subject matter, planning of the lessons, motivating learners to learn, presentation and communication, evaluation and classroom management & discipline.
2.2.3 Importance of Competencies to Teachers

Competencies are important to teachers as they are levels of aptitude that are measurements for teaching ability. These abilities are targeted for specific content area teachers but are more broadly based for general classroom teachers. The uses of teachers’ competencies will also aide in the choices of educational career path based on abilities and interest.

Alex Landis (1984) defined the competencies of good teachers as follow:

1. Love What They Do

There is no question that awesome teachers love to teach. Not doing it for the money, prestige, or glory, they teach because it brings them an incredible feeling of satisfaction knowing they are contributing positively to the futures of others. If a teacher doesn't have this inner satisfaction, and does not enjoy what they do, they'll never be able to make lasting impressions in their students’ minds. Passion has great impact, and this is something that all great teachers have.

2. Good Communicators

A teacher has the responsibility of bridging the gap between themselves and their students, so good communication skills are a must. It’s difficult sometimes to relate to people, especially children, so that learning can happen in their minds, but excellent teachers are masters of this. Relating to students on the student's level, these teachers have developed many ways to reach their students, and communicate using terrific speaking skills, visual aids, and even in their body language.

3. Admirable

In order for a teacher to be great, they must be admirable. These teachers lead lives of high moral ground, and they set an example to their students because of it. Really though, admirable teachers are more credible than others.

4. Positive Reinforcement

Instead of using strict punishment to discipline students, great teachers know how to use positive reinforcement to discipline instead. These teachers understand that negatively hinders how their students learn, creates resentment in the students’ minds, and ends up breaking the ties of the student-teacher relationship. Often these teachers reward their students for doing a good job, so they are more apt to doing it in the future.
5. Fair & Just

Equality is an ideal that great teachers hold dear to themselves. They treat their students equally, yet giving them the individual attention they need. No child is left out in the mind of a wonderful teacher, and they make it a mission to teach them all the same. In doing so, they end up teaching their students the importance of equality and fair treatment, even if the teacher hadn’t intended to do so.

6. Leadership

Great teachers are leaders. In the classroom, they own the spotlight, and have the responsibility of being strong instructors so that students listen to them with determination. They have to lead their students on the right path through the learning experience, and help by showing the obstacles that may stand in the student's way.

7. Committed.

There is no doubt that a great teacher is committed. They go above and beyond the time requirements of a typical teacher, and are willing to help students whenever they need it. Great teachers are very committed to the curriculum they teach, and like their students, are always continuing to learn in the hopes of becoming even better teachers.

8. Understanding

Great teachers understand their students better than most people. They understand where their students came from, who they are, and know the best avenue to take them to who they will become. Great teachers have an uncanny understanding of what they teach, because they are experts in their fields of knowledge.

9. Compassion & Caring

There is suffering in the world, and a great teacher recognizes this and has the inner desire to help. Great teachers help by teaching, because they know that by giving knowledge to the next generation, they are creating individuals who will have the skills, compassion, and dedication to ending suffering. Great teachers care about the world and what they do and wouldn't have things any other way.

10. Confidence can't teach without confidence. Students won't believe in a teacher that first doesn't believe in there-self. Great teachers are confident that they know how to teach, and in what they are teaching. Nothing stands in the way of this confidence, and the teacher does their best not to become arrogant about the job they do.
11. Prepared

Excellent teachers are prepared. They know the steps necessary in their curriculum to teach students, and follow them well. These teachers are always ready to go when the time calls for it and they never leave their students lost and not knowing the direction they are headed. Great teachers stick to the plans they’ve prepared, in order to teach the beat way possible

12. Professionalism

Professionalism is the sign of a great teacher. They know that as someone who is responsible for helping people learn, they must take their work seriously. Terrific teachers dress well, have good hygiene, and treat their students with respect. They believe in timeliness, and are never late and rarely miss days they are assigned to work. In do so, their students respect them, and are more willing to learn from them.

Crow, L.D. and A. Crow, (1991)\textsuperscript{21} have placed increasing emphasis upon the basic areas of competency to teachers which include mastery of subject matter, understanding of human nature, interest in continued professional improvement, knowledge of availability to apply the principles of teaching etc.

Danielson, C. (1996)\textsuperscript{22} divided competencies of teachers into 4 domains:

Domain 1: Planning and Preparation

a. Knowledge of Content & Pedagogy
b. Knowledge of Students
c. Selecting Instructional Goals
d. Knowledge of Resources
e. Designing Coherent Instruction
f. Assessing Student Learning

Domain 2: The Classroom Environment

a. Creating an Environment of Respect & Rapport
b. Establishing a Culture for Learning
c. Managing Classroom Procedures
d. Managing Student Behavior
e. Organizing Physical Space
Domain 3: Instruction

a. Communicating Clearly & Accurately
b. Using Question & Discussion Techniques
c. Engaging Students in Learning
d. Providing Feedback to Students
e. Demonstrating Flexibility & Responsiveness
f. Using Student Assessment Data

Domain 4: Professional Responsibilities

a. Reflecting on Teaching
b. Maintaining Accurate Records
c. Communicating with Families
d. Contributing to the School & District
e. Growing & Developing Professionally
f. Showing Professionalism

Office of commercial service, Queensland University of Technology (2002) mentioned about the importance of competencies to teachers that competencies needed to implement new approaches to teaching and learning that for teachers to develop the competencies necessary to implement student-centered learning, they will need a good understanding of the following aspects:

• **Types of New Knowledge.** The lack of sufficient understanding of the nature and types of knowledge outlined that teachers ought to foster will make it almost impossible for the new model of learning to succeed. Even if teachers learn new strategies, they will still teach technical knowledge with its emphasis on computation and rote memorization. It is important for the teachers to have a good understanding of the multidimensional nature of knowledge they can teach before they can identify appropriate strategies.

• **New Learning Strategies.** Many teachers have heard the language of new teaching approaches such as student-centered learning, they do not have a deep understanding of the principles and assumptions underpinning the various strategies. This is partly because of a lack of recent international literature on new teaching and learning approaches available. The recent developments in teacher competencies and human
Learning suggests that teachers should have a range of approaches and associated strategies that they can use to encourage knowledge construction in children. There is a need for teachers to appreciate the fundamental principles that drive the new approaches to teaching and learning such as constructivism, critical reflection, and transformation. The learning environments should provide a balance between challenging and supporting students.

- **Assessment and Evaluation.** Understanding the nature and types of knowledge and the associated learning strategies that teachers need to develop also includes the appreciation of correspondingly appropriate assessment and evaluation strategies. It is important to ensure the feedback to students reflects the objectives of the learning experience. Teachers need a significant amount of training and guidance in new and alternative methods of assessment. The ability to appreciate the new assessment methods will depend on teachers’ understanding of the types of knowledge and skills they wish to develop in their students. It’s a circular interactive process that has the following sequence: types of knowledge, learning strategies, resources, and assessment.

- **Integrated Teaching.** Teachers need to expand and deepen their subject knowledge in order to use integrated teaching. To foster the integrated teaching competencies, it may be useful to consider at least two teaching subjects in the revised teacher training programs. Alternatively, the school may develop teaching teams to facilitate the integrated approach to teaching and learning.

- **ICT Competency.** This aspect of teacher competency is not directly related to student-center learning but a number of activities associated with this approach rely on ICT-based learning. Teachers need to continuously upgrade themselves and search for new and exciting material for their students and be able to develop similar search skills in their students. Teachers therefore need to be competent users of ICT in teaching and information retrieval. The Education Reform process should integrate the development of ICT competencies into the development of student-center learning competencies in teachers.

- **Mentoring.** The changed relationship between students and teachers and the new role of teacher-as-facilitator associated with student-center learning approaches
require a new set of competencies for the teacher to be effective. The ramification of such an approach could be very challenging and destabilizing for many teachers who are used to an authoritarian teacher-center approach. They therefore will need mentoring support.

- **Action Research.** The ability to self-evaluate or engage in action research for self-development is not easy but essential for continuous professional development. This is not something that can be developed in a short time, thus development of such attributes needs new approaches such as ongoing mentoring over a long period of time.

National Institute for Development of Teachers, faculty staff, and Educational personnel (2006) stated that competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. There are many competencies that importance for the successful performance of teachers. These competencies are listed below to emphasize teachers’ competencies in 21st century.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.

- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.

- **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.

- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.

- **Dialogue/Inquiry** – Creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.
• **Emotional Intelligence** – Manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.

• **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.

• **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

• **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.

• **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.

• **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.

• **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.

• **Responsiveness** – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.

• **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.

• **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information
to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.

- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.

- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.

- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.

- **Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Dawan Thompson (2007)\(^{25}\) stated that many people have had some type of education, whether it was grade school, high school, college, tutoring, formal or informal. Many people remember a special teacher because of how he or she presented himself or herself to students. Anyone can be a teacher, but a good teacher displays certain characteristics that are found both in and outside the classroom. To be good teachers, they have to adopt the competencies of teachers as follow:

**Self confidence.** Teachers have to control of the classroom and the students know who is in charge. The teachers take pride in their work and strive for excellence. They know what to teach and how to teach it.

**Good consumer knowledge.** Teachers have to know the subject material and are always searching for new methods and ideas to use. They have to share their knowledge with the students and colleagues. Teachers are also looking for ideas to develop himself professionally and personally.

**Preparing.** Teachers have to prepare lessons and materials in advance. They have to follow a regular routine, are organized and have activities readily available. They are also prepared for lessons that do not go as planned. They have to backup plans and are willing to change their plans if needed.

**Listening.** Teachers have to listen to students engage in conversation with one
another and encourage students to engage in conversation with her as well. They are tuned in when a student is having difficulty understanding subject material or when a student is having personal issues. They have to know when to step in and when to back off.

Motivating. Teachers have to motivate students to learn and to take on projects independently. They have an enthusiasm that is contagious to his students and colleagues.

Fairness. Teachers have to give all of the students a chance to succeed in classroom even when the conditions at home are not favorable for the student. They have to allow students to do their best and recognize those that try.

Has a sense of humor. Teachers have to know when to laugh in the class. Humor within the classroom can ease any frustration that the teacher and/or student may be experiencing at that moment.

According to Iloveindia.com (2010)\(^\text{26}\), one of the most important competencies attribute of a good teacher is to be a good communicator. Teacher should be comfortable explaining things and enjoy doing the same. At times, a teacher might feel like yelling or shouting at students, but a good teacher is one who knows how to keep the temper in check and act calmly in such situations. A good sense of humor is another great tool that helps a teacher to simplify his task. Wit and humor, when applied in the proper manner, can form an important part of a successful teaching program. A good teacher must have good time management skills and always value the importance of time. In fact, wise utilization of time is the hallmark of a good teacher. Teacher should always adopt a fair attitude, when it comes to making any form of evaluations. He should be fair to his profession and assess students on their performance, instead of personal rapports and likings. A good teacher should have the necessary command over the subject matter he teaches. This way, he can be comfortable while explaining things. Besides, he will be equipped with answers of any possible questions that might crop up during the lecture sessions. A teacher should be dedicated towards his work. He should not kill his time in the classroom and wait for the school bell to ring. Instead, taking out time and engaging in after-school meetings and activities is what suits him. A good teacher should be meticulous and have an eye for detail. In fact, a disorganized person would find the vocation unsuitable and unfulfilling. Well thought-out plans and programs for teaching will assist the productivity of a teacher. A good teacher should be a good leader
and a good friend. He should also be a disciplinarian and the students must look up to him. However, this should not stop him from acting like an ally under certain situations.

Selvi, Kiymet. (2007) stated that competencies of teachers are highly important in both implementing the current teaching effectively and training teachers for future by developing teaching profession.

Nathruedee. (2006) stated that the search for newer forms of competitive advantage in organizations is being seen in the name of competencies at the individual level. Competencies are a combination of observable and applied knowledge, skills and behaviors that create a competitive advantage for an organization. From a managerial point of view, very little has so far been achieved with regard to the question of which competencies create success in the organizations. According to the investigation conducted by Nathruedee, it was found that competencies are importance for development of school teachers. The importance of competencies in the talent acquisition, talent development and talent retention was also examined. The data was collected from a randomly selected sample of 590 teachers. The research studied competencies in the different functions through a specifically designed questionnaire. Data was content analyzed in a descriptive way with simple statistical treatment of frequency and percentages using the SPSS package. The results show the importance of competencies for organizational success. It also underscores the need for developing / implementing competency based approach for effective teachers.

It was found from the study that competency is an ability or capability that can be associated with the successful performance of teachers’ duties. A competency is often a combination of three factors:

(1) **Specific knowledge** (Includes information known by the individual and can include both technical knowledge and non-technical knowledge)

(2) **Acquired Skills** (Examples might include conflict resolution skills, communication skills, business writing skills, phlebotomy skills, etc.)

(3) **Abilities** (These might include abilities acquired through on experience or individual talents the individual brings to the teaching profession. (Examples could include such things as: the ability to communicate directions, the ability to plan and organize tasks, the ability to conduct research, the ability to draw blood, etc.)
The study also identified eight Core Competencies that are associated with successful teaching performance i.e. (1) Personal Mastery, (2) Interpersonal Effectiveness, (3) Organizational Stewardship, (4) Systems Thinking, (5) Flexibility & Adaptability, (6) Customer Service, (7) Technical Expertise, and (8) Creative Thinking.

It was found that, the mastery of the competencies essential to a particular job can often lead to higher levels of job performance. However, mastery of a particular competency must also be accompanied by the practical application of the competency in the performance of the individual’s job duties. To accomplish this, the individual must also understand how to utilize their knowledge, skills and abilities in their daily work life. Therefore, competencies are necessary to perform the particular job functions and for future job requirements or responsibilities. Successful school administrators should prepare their teachers to perform the current job duties while at the same time developing individuals to perform additional duties in the future. In this sense, teacher’s development is an ongoing effort. It requires the leader to assess the individual teacher’s current and future development needs. To accomplish this, the leader must consider how the individual teachers will apply their knowledge, skills and abilities.

Gregory Pavliv (2010) stated two areas of importance of teachers’ competencies: (1) teachers’ competencies in career selection and (2) administrative competencies.

1. Teacher competencies in career selection

When someone has decided that the life of a teacher is what they crave and that they will continue to be passionate about it for the rest of their lives, not everyone knows exactly where they fit in to the education equation. School with teaching programmes base their own curriculum on the role of competencies in education. This type of career profiling will offer students the chance to understand what is needed to be proficient in each of the various teaching careers. On a larger scale it also acts as a measurement of what it takes to be a successful teacher.

Competencies build career success because it provides both the progression advancement and chosen occupation or career field. Competencies enable teachers to become a contributing member to school or organization in which they work. It
also helps teachers to find job satisfaction fit between the competencies and the competencies required of that organization or job function.

2. Competencies assessment

Competencies are important to teachers largely in part to their job assessments. Therefore, a teacher must discover or be made aware of the ways in which they will be assessed such as the assessment of pedagogical technique and multiple forms of educational philosophy going on in one class period.

Ramsden, P.D., Margetson, E.M. and Clarke, S. (2010) noted that there are several important competencies for good teachers. Good teachers should have the competencies of good learners; for example, they learn through their own reading, by participating in a variety of professional-development activities, by listening to their students, by sharing ideas with their colleagues, and by reflecting on classroom interactions and students’ achievements. Good teaching is therefore dynamic, reflective, and constantly evolving. Good teachers display enthusiasm for their subject and a desire to share it with their students. They have to know how to modify their teaching strategies according to the particular students, subject matter, and learning environment. They have to encourage learning for understanding and are concerned with developing their students’ critical-thinking skills, problem-solving skills, and problem-approach behaviors. They have to demonstrate an ability to transform and extend knowledge, rather than merely transmitting it; they draw on their knowledge of their subject, their knowledge of their learners, and their general pedagogical knowledge to transform the concepts of the discipline into terms that are understandable to their students. Good teachers have to set clear goals, use valid and appropriate assessment methods, and provide high-quality feedback to their students and show respect for their students; they are interested in both their professional and their personal growth, encourage their independence, and sustain high expectations of them.

2.2.4 Teachers’ Competencies Standards

Teacher competencies are quite broad for the generalist and many states base them on the INTASC Core Standard Competencies (Interstate New Teacher Assessment and Support Consortium) and the Council for Exceptional Children competencies.
It is stated that "Teachers today more fully recognize the value of inclusion because they see its power as an effective instructional practice. We feel that two factors are critical to the effectiveness of the district's inclusion efforts: effective collaborative on among classroom teachers and the special education staff, and a weekly block of instructional planning time." Logan, Diaz, Piperno, Rankin, MacFarland, & Bargamian. (1995)31.

The INTASC (2006)32 mentioned that there are seven competencies standards do general teachers need to be competent inclusive teachers.

1. Ability to problem solve, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).

2. Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.

3. Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.

4. Ability to make appropriate expectations for each student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.

5. Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just at the elementary or secondary level, but at the college level as well. It will mean more activity-based teaching rather than seat-based teaching.

6. Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.

7. Ability to provide daily success for all students. Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work.

Other competencies that will help general education teachers in an inclusive environment include:
1. Realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.

2. Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.

3. Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.

4. Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.

5. Flexibility and a high tolerance for ambiguity.

The American Federation of Teachers, the National Council Measurement in Education (2007) syntheses the competencies which associated with assisting teachers:

1. Have a working level of competence in the Standards for Teacher Competence in Educational Assessment of Students. These standards are:
   a. Choosing and developing assessment methods appropriate for instructional decisions.
   b. Administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods.
   c. Using assessment results when making decisions about individual students, planning, teaching, developing curriculum, and school improvement.
   d. Developing valid student grading procedures that use student assessments.
   e. Communicating assessment results to students, parents, other lay audiences, and other educators.
   f. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

2. Know the appropriate and useful mechanics of constructing various assessments.

Locally built assessments are pervasive. Teachers construct daily, weekly, and term assessments for their classrooms. Administrators who have supervisory responsibility
must be able to determine the quality of the assessment procedures their staff members use in masking decisions about students. The growing use of performance assessment, portfolio-based assessment, and computerized testing requires administrators to play a critical role in the proper development and use of these approaches.

Competencies associated with providing leadership in developing and implementing assessment policies.

3. Understand and be able to apply basic measurement principles to assessments conducted in school settings.

Administrators ought to be aware of how these principles apply to school settings so that in their supervisory roles they can support the proper use and interpretation of assessment results. They should understand the distinction between criterion-referenced and norm-referenced test interpretations, and should be able to judge the appropriateness of each kind of interpretation in specific decision contexts. They must understand the principle that validity inheres in the use or interpretation made of a test score, not in the score itself, and should be prepared to exercise leadership both in supporting appropriate uses and in discouraging inappropriate uses of assessment results.

4. Understand the purposes (e.g., description, diagnosis, and placement) of different kinds of assessment (e.g., achievement, aptitude, and attitude) and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.

This standard extends Standards 1 and 2 in the Standards for Teacher Competence in Educational Assessment of Students, which focus only on making instruction decisions. Most assessment techniques are best used for a single purpose. Therefore, decisions should be based on assessment results consistent with the purpose for which the technique was constructed. Administrators have a responsibility to use assessment results appropriately in each decision context.

5. Understand the need for clear and consistent building- and district-level policies on student assessment.

This extends Standard 5 in the Standards for Teacher Competence in Educational Assessment of Students, which focuses only on grading. School- and district-level policies should incorporate grading, final examinations, and other aspects of assessment. Administrators should work to ensure that teachers share a common
understanding of the appropriate bases on which to assign marks and grades, and share common standards for the quality of work that merits a given grade. Similarly, administrators should provide opportunities for teachers and others to understand the proper means by which final examinations and other assessments are used in making decisions about students.

Competencies needed in using assessments in making decisions and in communicating assessment results.

6. Understand and express technical assessment concepts and terminology to others in non-technical but correct ways.

Administrators should understand technical concepts in order to make decisions about what assessments to use or how to present assessment results to others. As administrators interpret assessment results to various audiences and stakeholders (e.g., teachers, other administrators, parents, school boards, the media), they need to be able to express technical concepts in non-technical but correct ways. Moreover, decisions such as selecting a standardized test or other assessment procedure often require reading manuals, technical reports, or other technical literature on assessment that use technical concepts.

7. Understand and follow ethical and technical guidelines for assessment.

Because assessment results may be used to make important and sometimes difficult-to-reverse decisions about individual pupils, school personnel, and educational programmes, interpretations of results must be valid and consistent with technically sound assessment principles and good educational practice. Administrators should be familiar with available guidelines and standards that describe how to develop, use, and report assessments properly.

8. Reconcile conflicting assessment results appropriately.

Sometimes assessment results appear contradictory, and these apparent contradictions need to be resolved to make appropriate decisions. For example, results from a curriculum-based assessment may indicate strong performance in reading, yet scores from a standardized test in reading may be low; measures of school climate may indicate a positive perception of the school by the students, yet parental complaints about safety may be frequent. Administrators should be able to recognize apparent contradictions in assessment results in light of contextual factors and make appropriate interpretations.
9. Recognize the importance, appropriateness, and complexity of interpreting assessment results in light of students’ linguistic and cultural backgrounds and other out-of-school factors in light of making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.

Assessment results may be influenced by a number of social, cultural, and other factors. These factors may or may not directly cause poor or good performance, but knowledge of these factors often helps in the interpretation of performance on assessment tasks. Administrators should be aware of the kinds of accommodations for administering assessments that may be appropriate in inappropriate for different students under different circumstances.

10. Ensure the assessment and information technology are employed appropriately to conduct student assessment.

Technology includes computer-based assessment tools such as computerized-adaptive testing, computer-managed testing, computerized test item pools, computerized assessment records, and computerized databases. As technology becomes available to more and more schools, administrators will need to make decisions about the use of this technology to conduct student assessments and to store, organize, use, and safeguard the results obtained.

11. Use available technology appropriately to integrate assessment results and other student data to facilitate students’ learning, instruction, and performance.

Administrators should be able to organize a wide array of student assessment information with other student data and to make inferences about the quality of performance of students, their teachers, and school programmes. Administrators should recognize appropriate and inappropriate uses of assessment results in this context.

12. Judge the quality of an assessment strategy or programme used for decision making within their jurisdiction.

Teachers’ classroom assessments, school-based testing programmes, system-wide testing, and state assessment potentially have an impact on school operations. Administrators should be able to assist teachers and others to make informed judgments about assessment strategies. Administrators ought to be able to undertake or coordinate systematic investigations that correctly inform decisions about the quality of existing and
proposed assessment programmes. The changing technology of assessment procedures makes this responsibility especially critical. For example, administrators should establish and monitor assessment procedures so that performance and portfolio assessments are undertaken in technically sound and educationally appropriate ways.

From the teachers’ competencies mentioned above can be concluded as follow:

1. Competencies associated with assisting teachers:
   1.1 Have a working level of competence in the Standards for Teacher Competence in Educational Assessment of Students.
   1.2 Know the appropriate and useful mechanics of constructing various assessments.

2. Competencies associated with providing leadership in developing and implementing assessment policies:
   2.1 Understand and be able to apply basic measurement principles to assessments conducted in school settings.
   2.2 Understand the purposes (e.g., description, diagnosis, and placement) of different kinds of assessment (e.g., achievement, aptitude, and attitude) and the appropriate assessment strategies to obtain the assessment data needed for the intended purpose.
   2.3 Understand the need for clear and consistent building- and district-level policies on student assessment.

3. Competencies needed in using assessments in making decisions and in communicating assessment results:
   3.1 Understand and express technical assessment concepts and terminology to others in non-technical but correct ways.
   3.2 Understand and follow ethical and technical guidelines for assessment.
   3.3. Reconcile conflicting assessment results appropriately.
   3.4 Recognize the importance, appropriateness, and complexity of interpreting assessment results in light of students’ linguistic and cultural backgrounds and other out-of-school factors in light of making accommodations for individual differences, including disabilities, to help ensure the validity of assessment results for all students.
3.5 Ensure the assessment and information technology are employed appropriately to conduct student assessment.

3.6 Use available technology appropriately to integrate assessment results and other student data to facilitate students' learning, instruction, and performance.

3.7 Judge the quality of an assessment strategy or programme used for decision making within their jurisdiction.

Virgil E. Varvel Jr. (2007) stated that competencies can be divided into seven types as follow:

1. Administrative Roles (Systems, Ethical and Legal Issues)
   The competent teacher has an understanding of and belief in the administrative system under which is employed.

   Instructional Context:
   (1) The exemplary teacher understands the context in which the institution and its teachers fall. The teacher is able to state principle aspects of the institutional mission and has a belief in that mission
   (2) The teacher understands that the school has an organizational structure.
   (3) The teacher understands that the school falls within a larger community, national, and global context.

   Intellectual Property Issues and Regulations:
   The competent teacher possesses a basic understanding of intellectual property issues in education.
   (1) The competent teacher understands the material ownership within the programme.
   (2) The competent teacher is copyright compliant with all materials (including student work) selection and use. No materials are used without proper copyright clearance. All resources utilized by the teacher within the course are properly cited.
   (3) The exemplary teacher is able to answer basic student questions regarding intellectual property issues in the classroom. The teacher will be able to refer the student to the proper administrator when questions arise.
Student Issues and Management:

The competent teacher understands how to administer students within the programme including obtaining the student roster, academic honesty policies, grade reporting, student conduct, and issues with regards to students with disabilities.

(1) The competent teacher knows and applies proper rules for academic reporting and student privacy.

(2) The competent teacher is aware of and follows regulations regarding students with disabilities. The competent teacher knows applicable institutional, state, and federal rules and regulations for implementing programmes for individuals with disabilities. The competent teacher insures that the course is in compliance with regulations and other accessibility regulations proposed by the institution.

(3) The competent teacher has knowledge of honesty policies and procedures towards students and from where these policies can be accessed.

(4) The competent teacher has a willingness and ability to follow these academic honesty procedures.

(5) The competent teacher conducts student discipline under ethical constraints and within parameters set forth by the programme including procedures for removing students from a course when necessary.

Additional Legal and Ethical Issues:

The competent teacher has knowledge of various additional legal, privacy, and ethical issues in education and how they can impact the virtual classroom and its students. The competent teacher can list at least three examples of ethical issues such as those listed below with a description of each. The exemplary teacher can list more than three.

Teacher Selection and Evaluation:

The exemplary teacher understands how courses/teachers are selected and evaluated.

Support Mechanisms:

The exemplary teacher has an awareness of support mechanisms available to him/her.
2. Personal Roles (Personal Qualities and Characteristics)

The competent teacher possesses certain personal attributes that enhance his/her ability to instruct within any given educational paradigm.

Content Knowledge:
The competent teacher is qualified in the given field of study and demonstrates knowledge in the content area.

(1) The competent teacher can adequately address detailed, higher-order questions in the field of study and demonstrates a clear conceptual and systemic understanding of the course content.

(2) The competent teacher is continuously developing new knowledge of the pertinent content area. Such development may include being at least a peripheral member of the relevant community of practice.

(3) The competent teacher understands the relationships that exist between knowledge in a given domain and among different knowledge domains.

(4) The exemplary teacher has knowledge of a variety of appropriate Internet resources for the given topic beyond those used in the course itself.

Teaching Commitment:
The competent teacher shows a dedication to education and commitment to quality teaching.

(1) The competent teacher undergoes continual professional development in his/her teaching practice and lifelong learning.

(2) The exemplary teacher uses classroom experiences, evaluations, and research as sources for active reflection about and revision of teaching practice.

(3) The exemplary teacher has knowledge of resources available to aid in professional teaching development.

(4) The exemplary teacher is enthusiastic and excited about: Subject area content, Teaching and reaching students.

Communication Ability:
The competent teacher possesses an adequate typing ability or technological means to communicate through writing and/or audio to the students, peers, and community at large as permitted within the individual's state of disability, the resources provided by the
institution, and within the requirements of the given curriculum and modality of effective instruction.

**Time Management:**

The competent teacher has lifestyle commitments that may include children, other employment, travel, hobbies, etc., but they do not interfere with his/her ability to instruct the course. The competent teacher has adequate time management skills.

**Other Characteristics:**

1. The competent teacher is patient, showing perseverance and diligence in dealing with students, colleagues, technology, and instructional materials.
2. The competent teacher is capable of relative objectivity.
3. The exemplary teacher possesses first-hand experience as a student of class.
4. The exemplary teacher pays attention to detail, limiting any errors in the course itself and dialogues within it.
5. The exemplary teacher shows flexibility: In dealing with students, in approach to education.
6. The exemplary teacher shows a tolerance for ambiguity.
7. The exemplary teacher accepts and endeavors to remove his/her own limitations.
8. The exemplary teacher understands that reflection is an integral part of professional growth.
9. The exemplary teacher has the ability to work at a computer for extended periods of time.
10. The exemplary teacher is caring, charismatic, compassionate, honest, authentic, non-judgmental, and an affective listener.

3. **Technological Roles (Technology Knowledge and Abilities)**

The competent teacher is knowledgeable about the technologies used in the virtual classroom and can make effective use of those technologies.

**Access:**

The competent teacher has access to the required technical equipment and software for the given medium and the course.
(1) The competent teacher owns or has easy access to necessary technical equipment and software including a computer, a reliable Internet connection, and other equipment such as video editing that might be required by the given course and content.

(2) The competent teacher has the necessary equipment and/or accommodations to overcome disability issues that might normally inhibit access to the necessary technical equipment.

Technical Proficiencies:

The competent teacher is knowledgeable and has the ability to use computer programmes that are typically required in education to improve learning & teaching, personal productivity, and information management.

(1) The competent teacher has an understanding of various commonly used web browsing software i.e. the competent teacher can adequately perform various functions within Web browsing software, Browse and search the Web, Print from a browser, Change settings such as security, font size, etc. within the browser, Troubleshoot typical issues that may arise with browsers. The exemplary teacher can search the Web for information using information sources beyond just a search engine but include information resources such as libraries and information repositories. The teacher can state the rationale for any search strategy. The exemplary teacher can help students to troubleshoot issues that may arise with browsers.

(2) The competent teacher has basic knowledge.

(3) The competent teacher is proficient in the chosen course management system. The competent teacher can modify content within the system as necessary. The competent teacher can manage all student activities. The competent teacher has clear abilities within the primary communication.

(4) The competent teacher has the ability to use word processing software including the ability to compose documents using accessibility software as required.

(5) The competent teacher has the ability to use and manage asynchronous and synchronous communication programmes as required by the course.

(6) The competent teacher has a proficiency managing a computer operating system to maintain security updates, virus scanning software, and other software updates as necessary for the course.
(7) The competent teacher has knowledge of other computer programmes and hardware as required by the course being taught.

(8) The competent teacher can apply computer programme knowledge to improve student learning and increase personal productivity.

(9) The exemplary teacher continually develops knowledge and skills in technology, including current and emergent technologies.

(10) The exemplary teacher has an ability to multitask in a computerized environment.

**Technical Assistance:**

The competent teacher assists students with technology used in the course.

(1) The competent teacher has a strong enough understanding of the technology used and an ability to work with students such that s/he is able to help students with basic technical issues while referring more difficult issues to the technical support person for that course or programme or appropriate technology tutorials and user's guides.

(2) The competent teacher can provide basic assistance in the use of technology to support the needs of learners with disabilities. These technologies include adaptive and assistive technologies.

(3) The exemplary teacher is a master of the technology used and can answer almost any question the students or other teachers may have about that technology.

(4) The exemplary teacher promotes healthy use of technology resources. For example, activities are not developed that would require a student to sit in front of a computer screen for 3 or more consecutive hours.

**Legal and Ethical Usage:**

The competent teacher and teaches legal and ethical practices related to the use of technology and the environment.

4. **Instructional Design Roles (Instructional Design, Knowledge, and Abilities)**

The competent teacher can judge the appropriateness and adequacy of materials and technology used in a course for the given audience, and makes materials and technology adjustments due to shifting audience needs and abilities.

**Course Overview:**

The competent teacher presents a course overview to enhance student
learning.

(1) The competent teacher maintains a valid and useful syllabus.

(2) The competent teacher makes use of valid and effective course objectives i.e. course objectives are maintained as strong, appropriate, important, and relevant to the students, course objectives are maintained within the curricular mandates of the programme,

Resource Evaluation:

The competent teacher understands how to evaluate learning materials (KI) and actively evaluates the materials used in a course.

(1) The competent teacher understands how and when to determine if adjustments to instructional materials of the course are necessary and can make such inferences based upon student performance, feedback, and other indicators as appropriate.

(2) The competent teacher reviews and evaluates the instructional effectiveness and value of the instructional materials of a course. The teacher makes use of student evaluations and other feedback within a course in order to improve selection of learning materials.

(3) The competent teacher is able to judge the credibility, clarity, validity, reliability, accuracy, currency, and quality of course resources in the given topic of study (KI) including an ability to state the rationale for such judgments.

Resource Creation and Selection:

The competent teacher selects materials and resources appropriate to the given context and that lead to effective learning outcomes.

(1) The competent teacher creates and selects learning materials and experiences appropriate for the curriculum, the students, and principles of effective instruction.

(2) The competent teacher maintains the currency, comprehensiveness, applicability, interaction level, and accuracy of materials used in the course.

(3) The competent teacher maintains a variety in resources that appeal to various learner demographics and skills.

(4) The exemplary teacher creates and selects learning materials and readings that demonstrate the interconnectedness of subject areas.

(5) The competent teacher can provide a rationale for any shift in content or
materials. Any materials used are aligned with applicable standards, the needs of the students, and the given curriculum.

(6) The exemplary teacher utilizes materials in line with the mission of the institution and the objectives of the given programme. In other words, any changes to the content are made with this mission in mind.

**Technology Selection:**

The competent teacher selects technologies appropriate of the given context that lead to effective learning outcomes.

(1) The competent teacher utilizes a variety of technologies (such as simulations, multimedia, etc.) designed to reach course objectives and to promote skills relevant to the field of study.

(2) The competent teacher reviews and evaluates the instructional effectiveness and value of the technologies utilized in a course from teacher, student, and administrative perspective.

(3) The exemplary teacher can develop technology resources designed to reach course objectives.

**Media Richness:**

The exemplary teacher seeks appropriate media richness for the course and can state rationales for use of multimedia.

5. **Pedagogical Roles (Teaching Processes, Knowledge, and Abilities)**

The competent teacher must be well versed and capable in the instruction of a high quality and effective educational experience for all participants.

**Education and Learning Theory:**

The competent teacher has knowledge of the theory behind the educational paradigm employed in the course or by the department as a whole and for the student population being taught.

(1) The competent teacher has basic learning theory knowledge for the age group and ability level of students instructed and understands how said students construct knowledge and acquire skills.

(2) The competent teacher understands differences in approaches to learning including but not limited to multiple intelligences theory, learning styles, and
performance modes.

(3) The competent teacher has an awareness of and understands the advantages and limitations within the classroom of numerous pedagogical.

(4) The competent teacher understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

(5) The competent teacher understands how a student's physical, social, emotional, ethical, and cognitive development influences learning.

(6) The competent teacher understands that a student's socioeconomic, cultural, religious, and other dispositions can influence learning.

(7) The competent teacher understands the impact that cognitive, emotional, physical, and sensory disabilities can have on various communication processes in a virtual classroom.

(8) The exemplary teacher has an advanced understanding of various learning theories including behaviorism, constructivism, cognitive, group theory, etc.

Cognitive Presence:
The competent teacher not only knows the materials, but also creates a student awareness of that knowledge.

(1) The competent teacher contributes advanced knowledge and insights to class discussion. The teacher is able to integrate his/her knowledge into posts that occur within the general course discussion.

(2) The competent teacher contributes current resources from the field.

(3) The exemplary teacher can map knowledge to be acquired using a concept map or other technique as appropriate and needed.

Instructional Planning:
The competent teacher adequately plans for instruction.

(1) The competent teacher understands and makes use of appropriate learning theories and developmental theories when planning instruction.

(2) The competent teacher plans the use of numerous pedagogical approaches to achieve a given instructional purpose and to meet students' needs.

(3) The competent teacher incorporates knowledge of the content and current research when planning instruction.
(4) The competent teacher understands and considers disability impacts on learning when planning instruction.

Motivating Students:
The competent teacher understands the importance of learner motivation and is able to employ strategies to motivate students in the virtual classroom towards an appropriate learning set.

(1) The competent teacher understands factors that influence student motivation in classroom.

(2) The competent teacher acknowledges learner contributions both publicly and privately as appropriate.

(3) The competent teacher communicates persistently high expectations to the students.

(4) The competent teacher encourages students to incorporate their own goals into the course work and engage in practical inquiry. Personal experiences are linked to educational and career goals of students.

(5) The competent teacher finds additional appropriate means to encourage students to contribute.

(6) The competent teacher can judge the adequacy and appropriateness of a given motivational strategy and state a rationale for that judgment.

(7) The exemplary teacher sets short and long-term goals for the students consistent with the curricular goals of the course and programme.

(8) The exemplary teacher will make students aware of how to be successful in the environment and the given course.

Communications Usage:
The competent teacher has a clear ability to make effective, educational uses of communication methods.

(1) The competent teacher understands the importance of language in learning.

(2) The competent teacher understands how the type of media used, from text to audio/video, can influence communication.
(3) The competent teacher understands how cultural, gender, and other demographic distinctions can affect communications and learning.

(4) The competent teacher appropriately creates, maintains, and organizes communications in the course to provide for effective teaching and learning.

(5) The competent teacher makes use of a variety of communication means dependent upon the student and course needs.

(6) The competent teacher models active, effective, and engaging communication. The teacher uses a transactional not transmissive mode of communication.

(7) The competent teacher has the ability to carry on an internal dialogue in order to formulate effective responses and statements within the course dialogue.

(8) The competent teacher is emotive in the communicative mode(s) used in the given course through appropriate use of computer mediated communication paralanguage.

(9) The competent teacher posts items that reflect upon student posts and ideas.

(10) The competent teacher provides varied opportunities for the students to demonstrate effective communication skills.

(11) The competent teacher can judge the effectiveness of the communications taking place (Kl) and can state a rationale for that judgment.

**Materials Presentation:**

The competent teacher effectively presents information to the students in a manner that aids in interpretation, understanding, and internalization of new information by the students.

(1) The competent teacher introduces materials in logical progression at increasingly complex levels in a manner meaningful to students at varying levels of development and with diverse learning needs.

(2) The competent teacher presents information appropriately chunked with units presented in a logical progression within a well organized design.

(3) The competent teacher presents information in an unambiguous and clear manner.

(4) The competent teacher presents course content in a manner of personal
relevance to the students. The competent teacher links inquiry to genuine problems or issues of interest to the learners.

(5) The competent teacher presents diverse experiences and counter-experiences and multiple representations of the subject matter including diverse applications of that subject matter.

Instructional Processes:

The competent teacher effectively presents information to the students. The competent teacher can effectively educate and guide the students toward new cognitive structures and meaningful educational outcomes using proven techniques and personal skill.

(1) The competent teacher guides students to knowledge acquisition.

(2) The competent teacher is able to vary his/her role among teacher, facilitator, coach, collaborator, co-participant, and observer as necessary for the given content and educational needs.

(3) The competent teacher incorporates active learning into the classroom.

(4) The competent teacher effectively utilizes student-centered, discussion-oriented pedagogy.

(5) The competent teacher uses questioning effectively.

(6) The competent teacher encourages metacognition within students and actively assists linking of new ideas and concepts to already existing ones. The competent teacher elicits critical and active reflection from the learners about what they are learning and how it is applied in their own practice. The competent teacher guides students towards understanding and recognition of their own and others’ inferences for validity, timeliness, reliability, and quality. The competent teacher connects and facilitates the self-connection of student's learning experiences to other content areas and to the student's life as a whole.

(7) The competent teacher demonstrates and expects higher-order, critical thinking and problem solving. Such skills are developed among the students.

(8) The competent teacher encourages students to consider alternative explanations of their own experiences. Multiple viewpoints are allowed when appropriate.

(9) The competent teacher understands how a student's conceptions and misconceptions influence learning. The competent teacher has knowledge of common misconceptions in the field of study. The competent teacher determines student
misconceptions and adapts instruction to enforce proper conceptualization or re-
conceptualization by the students.

(10) The competent teacher maintains appropriate pacing of course progression. The competent teacher provides students time to explore and develop required inquiry, skills, knowledge, etc. The competent teacher provides appropriate time for assignment and readings completion. Activities are balanced to help students manage time and load. The competent teacher presents a timeline or calendar with explicit key points towards successful completion of the course.

(11) The competent teacher demonstrates immediacy and timeliness.

(12) The competent teacher engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the given context.

(13) The competent teacher facilitates the use of learning technologies such as multimedia, simulations, etc. to aid students in reaching course objective.

(14) The competent teacher can state a rationale for the given choice of pedagogical approach.

(15) The exemplary teacher helps students organize and manage their time.

(16) The exemplary teacher uses innovative approaches to knowledge development in students and can state rationales for the use of such approaches.

(17) The exemplary teacher allows student criticism or questioning of teacher’s views as appropriate yet maintains a clear position of authority.

(18) The exemplary teacher understands how his/her personal biases may affect instruction.

(19) The exemplary teacher displays creativity in the manner in which the course is presented to the students.

(20) The exemplary teacher will encourage and expect creativity among the students.

(21) The exemplary teacher strives to utilize approaches that are interdisciplinary and integrate multiple content areas into instruction.

(22) The exemplary teacher’s teaching practice is in line with philosophical models in place at the institution. In other words, not only does the teacher have knowledge
of the principles, but the teacher carries out that belief in his/her observable practice through items listed in competency mentioned above.

(23) The exemplary teacher strives to maintain an aesthetic appeal to the course while providing for accessibility and usability.

**Tailored Instruction:**

The competent teacher individually tailors instruction to meet student needs.

(1) The competent teacher respects diverse ways of learning.

(2) The competent teacher knows and uses a wide range of activities, information, and technologies that are age and cognitive level appropriate to the audience and appeal to diverse student needs to enhance student learning.

(3) The competent teacher knows techniques for modifying content for those with disabilities and/or diverse learning capabilities and styles.

(4) The competent teacher addresses the diverse needs of the students including but not limited to cultural needs, economic needs, and students with disabilities. The competent teacher designs learning experiences and utilizes adaptive devices/technologies that enable students with diverse backgrounds and abilities to experience the content. The competent teacher will facilitate equitable and effective access to technology resources required by the given course for all students with attention to diverse backgrounds, cultures, and abilities. The exemplary teacher understands the importance of cultural diversity and makes an attempt to learn about and incorporate this understanding into instruction. The exemplary teacher supports, through specific strategies, the acquisition of knowledge by students whose first language is not English.

(5) The exemplary teacher individually tailors instruction to the students when possible and appropriate.

(6) The exemplary teacher will provide more than one path as appropriate to complete course objectives.

**Collaboration:**

The competent teacher implements effective group and collaborative/cooperative learning.

(1) The competent teacher understands the dynamics of cooperative and group work.
(2) The competent teacher develops and utilizes collaborative activities and group work as appropriate to meet the needs of the given content and audience. The competent teacher uses a range of member roles in collaborative exercises. The competent teacher keeps groups at an appropriate size. The competent teacher assigns group tasks that result in a product that the students can use. The competent teacher keeps group discussions focused on task as appropriate.

(3) The competent teacher promotes effective leadership within groups.

**Student Monitoring:**

The competent teacher monitors student activity to help manage student success.

(1) The competent teacher can analyze individual and group performance in order to continually redesign the learning experience to meet the students’ needs.

(2) The competent teacher identifies differences in approaches to learning such as multiple intelligences in students.

(3) The competent teacher is able to determine if and when a student is struggling.

(4) The competent teacher assists students having difficulties at the appropriate time and through the appropriate method.

(5) The competent teacher can state a rationale for such judgments in 1-4 above.

(6) The exemplary teacher is able to use appropriate technologies to assist in student monitoring.

**Evaluation:**

The competent teacher evaluates the effectiveness of instruction.

(1) The competent teacher makes use of assessment results, course evaluations, and personal reflections to insure that technology is appropriately applied by both the teacher and the students for the given context leading to student learning or other needs such as effective communications.

(2) The competent teacher makes use of student evaluations, assessment results, personal reflections, and other feedback within a course in order to improve practice and maximize student learning.
6. Assessment Roles (Assessing Student Learning and Abilities)

The competent teacher is aware of assessment issues and can effectively assess students using a variety of techniques in the classroom designed not just to determine student progress but to aid in student learning.

Assessment Purpose:

The competent teacher understands the purposes of assessment in terms of student learning and evaluation.

Assessment Challenges:

The competent teacher understands that assessments can provide unique difficulties to students such as Wondering how, where, and in what form to submit assignments, Difficulty understanding instructions without immediate ability to ask for and receive assistance, wondering where the student stands in regards to successful course completion, Difficulty managing time, Difficulty performing activities due to disability or language difficulties.

Assessment Design:

The competent teacher understands how to select, construct, and utilize a rational assessment strategy or instrument for a given context.

(1) The competent teacher respects diverse ways of applying knowledge.

(2) The competent teacher understands the purpose and effectiveness of various assessment methods in different contexts.

(3) The competent teacher appropriately makes use of a variety of assessment methods that appeal to a variety of learner preferences, abilities, intelligences, etc.

(4) The competent teacher makes use of assessments that directly address the course objectives.

(5) The competent teacher will provide assessments that challenge the students.

(6) The competent teacher will build participation into assessments and course grading.

(7) The competent teacher can state a rationale for assessment choice.
(8) The exemplary teacher provides for a choice of assignment by the students when appropriate.

(9) The exemplary teacher provides a pre-assessment of student knowledge. Pre-assessment may be used to: (a) Assist in instructional methods, organization, and level. (b) Function as an ice-breaking activity when properly constructed. (c) Determine growth during the course.

Assessment Delivery:
The competent teacher effectively presents assessments to the students.

(1) The competent teacher provides clear objectives and purposes to all assignments.

(2) The competent teacher provides very thorough explanations of all assignments including both how to complete the assignment and where/how to submit the completed work.

(3) The competent teacher provides adequate time for learners to state questions, make comments, and display concern about assessment procedures and activities.

(4) The competent teacher provides adequate time for effective completion of the assignments for the given student audience and ability levels.

(5) The competent teacher can make appropriate and legal provisions for the adequate assessment of students with special needs or disabilities.

(6) The exemplary teacher provides sample assignments when appropriate and possible.

(7) The exemplary teacher reminds students of important assignment deadlines.

Grading:
The competent teacher uses appropriate scoring rubrics and grading.

(1) The competent teacher can provide a clear pedagogical rational for grading method and/or rubric use and included criteria.

(2) The competent teacher provides students with a clear delineation of how or if assignments will be or have been graded.

(3) The competent teacher is not subject to grade inflation issues.
(4) The competent teacher can judge the effectiveness, adequacy, reliability, and any bias in questions and activities used.

**Feedback:**

The competent teacher understands the importance of and provides for student feedback.

1. The competent teacher maintains continual feedback throughout the course.
2. The competent teacher quickly acknowledges receipt of assignments when not built into the course management system.
3. The competent teacher provides a prompt turnaround time when grading or marking-up assessments.
4. The competent teacher bases clear and concise feedback on clear rationales.
5. The competent teacher provides constructive and supportive feedback and critiques with suggestions for improvement when appropriate. Achievements, errors, and the causes of errors are identified.
6. The competent teacher communicates course achievement with the students in general terms and in terms of progress towards stated objectives.
7. The competent teacher focuses feedback on specifics when possible.
8. The competent teacher uses multidimensional feedback – covers content, presentation, attitude, grammar, etc.
9. The competent teacher can judge the adequacy of feedback for a given student and present a rationale for that judgment.
10. The competent teacher maintains an up-to-date grade book or portfolio of student work.

**Technology Use:**

The competent teacher can make use of appropriate technologies to assist in conducting assessments and interpreting results.

**Academic Honesty:**

The competent teacher is aware of and takes account of academic honesty issues in the virtual classroom.
(1) The competent teacher understands the issues involved with academic honesty in the learning environment.

(2) The competent teacher has knowledge of methods for reducing the probability and possibility of cheating in the virtual classroom.

(3) The competent teacher implements strategies to reduce academic honesty in the classroom.

**Self Assessment:**

The exemplary teacher actively engages students in self-assessment and skill practicing activities to encourage them to become personally involved in monitoring their own learning and setting personal goals for achievement.

**Theory:**

The exemplary teacher has a deep understanding of measurement theory and statistics.

7. **Social Processes and Presence (Social Roles)**

The competent teacher recognizes that a social aspect to education exists. The teacher will effectively incorporate that aspect into the teaching and learning process with the intent of creating a learning community.

**Social Presence:**

The competent teacher maintains a social presence.

(1) The competent teacher models open and honest communication with students. Methods of such modeling may include: (a) Teacher creates a sense of approachability. (b) The teacher takes the initiative in sharing with the group. (c) Teacher-student interaction is encouraged.

(2) The competent teacher provides affective as well as effective responses. The teacher shows an ability to convey compassion, humanity, patience, and emotion at a distance.

(3) The competent teacher is visibly available for the students. The competent teacher has an appropriate activity for which students are made aware.

(4) The competent teacher properly treats the students. Aspects of such treatment include but are not limited to: (a) Demonstrating positive regard for all students.
(b) Not purposefully coercing, berating, humiliating, or demeaning students.

**Community of Learners:**

The competent teacher creates an appropriate environment for learning that encompasses elements beyond just the virtual classroom design itself.

1. The competent teacher recognizes the importance of creating an effective learning environment in the virtual classroom.

2. The competent teacher understands collaborative processes and possesses the skills necessary to carry them out.

3. The competent teacher understands how individuals influence groups.

4. The competent teacher has an understanding of how to effectively create a community of learners in classroom, promoting positive behavior and learning among diverse students.

5. The competent teacher facilitates a community in which individual differences are respected.

6. The competent teacher involves learners immediately in the development of the course atmosphere including ice-breaking activities. Providing time will increase the community and student ownership of that community and the subsequent learning. (a) A competent teacher provides time for students to acclimate to the course. (b) A competent teacher is able to judge and provide a rationale for determining when that time has been met. (c) The exemplary teacher provides a space for students to enter information about themselves.

7. The competent teacher clearly presents norms, performance guidelines, expectations, and code of conduct to the group or negotiates these items through a collaborative process.

8. The competent teacher understands, applies, and promotes interactivity among students and between students and teacher. Such is required for synergistic relationships helpful to student satisfaction and learning. (a) The competent teacher understands how important continual, effective communication is between the teacher and the students, as well as among the students to the development and maintenance of a community of learners in course. (b) The competent teacher provides clearly defined purposes for interactivity in the course. (c) The competent teacher provides clear
expectations of interactivity. Posting requirements are clearly provided for each activity and for the course as a whole. (d) The competent teacher models, coaches, and instructs on appropriate and expected behaviors and posting requirements. The teacher shows active and interactive involvement. (e) The competent teacher builds interactivity elements into the course assignments. (f) The competent teacher can state the rationales for interactivity elements being employed in the course. (g) The competent teacher possesses adequate patience in order for students to develop their own threads of communication. The competent teacher does not dominate discussions through the wording or mannerisms exposed during communications. (h) The exemplary teacher will find ways to encourage and foster sharing by and from the students. (i) The competent teacher will provide a content free zone for off topic discussions.

(9) The competent teacher continuously judges the climate of the course to determine if successful performance is being encouraged. The teacher can state a rationale for such judgments.

Cultural Competency:
The competent teacher understands that cultural differences among students will affect the manner in which those students are willing and able to participate in an community.

Conflict Management:
The competent teacher understands and is capable at managing conflict in the virtual classroom.

(1) The competent teacher understands that communications can be misconstrued.

(2) The competent teacher understands that there is a tendency that personalities can be more volatile than face-to-face personalities.

(3) The competent teacher maintains an environment free from intimidation and otherwise in proper decorum.

(4) The competent teacher swiftly recognizes conflict.

(5) The competent teacher has knowledge of procedures for handling student conflict in forum and is capable of conducting such procedures.

(6) The competent teacher follows up conflict resolution with students
involved.

(7) The competent teacher can gauge the appropriateness and state the rationale for any procedure undertaking to subdue student conflict.

Socializing Agent:

The competent teacher understands the social nature of the classroom and how it can contribute to the success of the students. The exemplary teacher is both a knowledge builder and social agent among the students.

Community of Practice:

The competent teacher understands the collaborative processes involved in instruction and works with other members of various communities to further educational goals.

(1) The competent teacher understands the need to collaborate with other professionals in education when possible and appropriate.

(2) The exemplary teacher demonstrates the willingness and ability to co-teach or co-plan instruction when applicable. The competent teacher is flexible when working with colleagues.

(3) The exemplary teacher communicates and collaborates with the larger academic and social communities of relevance to enhance student learning and personal growth.

(4) The exemplary teacher has a presence within the education community of practice and understands the importance of such participation.

From the studies mentioned above, it can be concluded that the teachers' competencies referred to the knowledge, ability, skill, attitude, and behavior of teachers, that is advantageous to the profession, incurring the development of students in every aspect according to the required purposes.

In the present study, the teachers’ competencies standards referred to the teachers with a permanent work to earn the living through the teaching or supporting the learning of others in the government or private institutes, with the consciousness, the knowledge, and the skill in the educating under the regulation stipulated by the Secretariat of the Teachers’ council of Thailand (2005) which divided into nine standards as follow:
Standard 1: Language and Technology for Teachers

Centre for Educator Development (2007) described what students should know and be able to do as they progress in their study of languages. The student should be communicated in a language using the skills of listening, speaking, reading, and writing. In order to implement, the teachers should have a thorough familiarity with and an understanding of their knowledge and skills:

1. Teacher knows the language

The teachers of modern languages have to practice to be a good practitioner, can use the language for instruction at the advanced proficiency level in speaking, to be a better practitioner, can use the language for instruction at the advanced-high proficiency level in speaking, and to be an exemplary practitioner, can use the language for instruction at the Superior proficiency level in speaking. The teacher of classical languages must be able to demonstrate comprehension of authentic texts (prose and poetry) of various authors through instruction, to use the skills of listening, speaking, and writing in instruction to reinforce the skill of reading in students, conducts class in the language at an appropriate level for all students, to use the language to the maximum extent possible, providing comprehensible input & strategies to facilitate comprehension, to use knowledge of the subsystems of the language, such as syntax (including grammar), lexicon, and phonology, to develop communication skills in students, and to demonstrate knowledge of dialectal and sociolinguistic variations.
2. Teacher understands language pedagogy as it relates to the teaching of the student standards.

The teachers have to maintain a clear focus on communication as the primary goal of language learning by: (1) using experiences and activities to develop students' interpersonal communication skills, i.e., direct oral or written communication between individuals who come into interactive contact; (2) using experiences and activities to develop students' interpretive communication skills, i.e., the receptive communication skills of listening, reading, and viewing; (3) using experiences and activities to develop students' presentational communication skills, i.e., one-way communication for an audience of listeners, readers, or viewers. The teachers have to implement the concept of a balanced curriculum that integrates the skills of listening, speaking, reading, writing, viewing, and showing with knowledge of culture. They have to facilitate and emphasize meaningful communication through: maximal student participation; diagnostic use of students' linguistic errors; learning of grammar in a communicative approach; activities that provide a real-world context.

The teachers have to adapt the classroom to students' needs by: using knowledge of learning and communication strategies, selecting, adapting, and creating materials and activities to support students' progress through Novice, Intermediate, and advanced checkpoints, applies current research related to language learning pedagogy, presents a clear rationale for pedagogical choices that address students' differences, diversity, and special needs, assesses in an ongoing manner students' progress in their interpersonal, interpretive, and presentational communication skills.

3. Teacher has a thorough understanding of the culture associated with the language and knows about the connections among the practices, products, and perspectives of the culture.

The teacher has to portray the culture(s) accurately by: using culturally appropriate materials (visuals, oral and written texts); embedding appropriate cultural contexts into language instruction; conducting activities (discussions, role plays, presentations) that prompt an understanding of the culture(s) and of the impact this knowledge can have on the way students interact with members of another culture. The teachers have to apply knowledge of the culture(s) being studied to help students recognize
how the practices (patterns of behavior) and products (tangible and intangible things people create) reflect the perspectives (attitudes and values) of the culture(s).

4. **Teacher understands the relationship between the practices and the perspectives of the culture(s) being studied as it concerns, for example: family life, social interactions, leisure pursuits, involvement with work, religion or beliefs, societal hierarchies.**

The teachers have to integrates concepts of cultural practices into language instruction (e.g., everyday patterns of behavior that represent the knowledge of "what to do when and where" in the culture(s), to promote an understanding of cultural practices and of the relationship between cultural practices and perspectives through activities in which students: (1) obtain information from visuals, oral and written texts; (2) participate in age-appropriate cultural activities (games, songs, storytelling, dramatizations); (3) use appropriate verbal and non-verbal behavior in common classroom interactions and in daily activities among peers and adults. The teachers have to encourage students to make observations and analyze the relationship between cultural practices and perspectives through activities in which students: (1) identify and describe cultural practices as experienced in a dramatization or as viewed in a videotape; (2) form hypothesis about how practices relate to cultural perspectives; (3) find information about how practices reveal perspectives (interviews, reading, etc.)

5. **Teacher understands the relationship between the products and the perspectives of the culture(s) as it concerns, for example: products used in daily life (e.g., culinary items, religious artifacts, clothing), works of art (e.g., literature, the visual arts and architecture, drama, music, film), non-artistic institutions (e.g., government, systems of transportation, use of technology, systems of education, legal practices).**

The teachers have to integrate concepts of cultural products into language instruction (e.g., tangible and intangible things people create such as a painting, a pair of chopsticks, a dance, a system of education). They have to promote an understanding of cultural products and of the relationship between cultural products and perspectives through activities in which students: (1) identify tangible products of the culture(s) such as foods, toys, dress, types of dwellings; (2) explore ways in which cultural products are required or justified by the underlying beliefs and values of the culture(s). The teachers have to prepare students to make observations and analyze the relationship between cultural products and
perspectives through activities in which students: (1) experience or read about expressive products of the culture(s) such as songs, selections from literature, and types of artwork; (2) investigate the function of utilitarian products of the culture(s) (household items, clothing); (3) find information about how products reveal perspectives (interviews, readings, etc.).

6. Teacher understands the pedagogy of teaching culture as it relates to the essential knowledge and skills.

The teachers have to embed authentic culture in communication by using culture as lesson content and designing lessons around cultural themes/ perspectives, to use appropriate cultural behavior in the classroom (e.g., gestures, greetings), to use a variety of media to promote an understanding of cultural products, practices, and perspectives. The teachers have to provide opportunities for students to experience, analyze, and create cultural practices and products (age-appropriate games, songs, literature, art, dramatizations, etc.). they have to design meaningful learning experiences whereby students discover, observe, and analyze the connections among cultural practices, products, and perspectives through activities such as role plays, games, artifact study, group discussions, presentations, and projects and to use assessment activities that provide evidence of students' knowledge of culture(s), including how that knowledge can have an impact on the way they interact with members of another culture.

7. Teacher understands the connections between languages and other disciplines.

The teachers have to connect the study of languages to other subject areas for content, curriculum resources, and motivation, to draw upon colleagues from other disciplines for support and collaboration to design activities that reinforce and expand knowledge among disciplines, to create learning experiences and activities that allow students to integrate language knowledge and skills with other subject areas. They have to support curriculum connections to other disciplines by using relevant materials in the language and incorporating content that helps students increase their communicative competency to include academic language, to provide opportunities within the language discipline for students to use the language in another subject area (e.g., to research a topic), and to help to develop students' higher order thinking skills by designing learning
experiences that encourage students to think in and use the language in conjunction with content from other disciplines.

8. Teacher understands formal interdisciplinary programme

The teachers have to investigate ways of connecting with and supplementing the curricula of other disciplines by becoming familiar with the knowledge base of those disciplines, to use curricular themes and resources that can be transferred from other disciplines into the language classroom, to use the content of other disciplines in a natural, constant, and ongoing fashion as part of the language curriculum and to create connections by planning and teaching with teachers in other disciplines.

9. Teacher knows strategies for teaching content through the medium of the language.

The teachers have to ensure student comprehension and expands student language production through the use of speech that focuses on meaning while incorporating visuals, manipulative, and role-play, to sequence instruction to proceed from the concrete to the abstract to ensure student success with all content, to ensure student mastery of language required for the content and promotes learning of language compatible with the content, and to use assessment activities that provide evidence of students’ ability to use the language to explore other disciplines.

10. Teacher knows how to compare and contrast the features of languages (e.g., syntax, lexicon, phonology, non-verbal communication, etc.)

The teachers have to facilitate students' comparisons and contrasts of linguistic features of the language studied with their own by, for example: exploring how languages use word order, inflection, and other linguistic features to signal meaning; providing opportunities to observe and use formal and informal language; developing an understanding of cognates and idioms; helping students discover the role of connotation in understanding the meaning of words. They have to guide students to compare and contrast the usage and meaning of non-verbal communication (e.g., gestures) in the language studied on their own and to utilize student errors (e.g., first language interference, over-generalizations) to direct and/or inform learning.
11. Teacher understands the similarities and differences between the target culture(s) and how the language and the target culture(s) affected by other language and cultures.

   The teachers have to foster awareness of the cultural connotations of Vocabulary, to analyze with students various features of the language to link them to the practices, products, and perspectives of their respective cultures, to facilitate student comparisons and analyses of cultural perspectives as seen through the practices of the Cultures, to facilitate student comparisons and analyses of cultural perspectives as seen through products of the cultures, to use assessment activities that provide evidence of students' ability to compare linguistic features of the language being studied and their own, as well as the practices, products, and perspectives of the culture(s) being studied and their own. The teachers have to increase student awareness of the interrelationships between and among languages and cultures, to guide students to trace the interaction between languages and cultures, to facilitate independent research on the interaction between languages and cultures.

12. Teacher understands the universality of stereotyping and is familiar with the stereotypes associated with the culture(s) being studied.

   The teachers have to introduce students to character traits of the culture(s) and contrast them with stereotypes, to compare a culture's self-view with another's stereotype of that culture(s), to discuss the possible origins of specific stereotypes that cultures have about one another, to create and shares activities which enhance knowledge of the culture(s) and reduce stereotyping.

13. Teacher knows ways to access and use the language and its cultural resources beyond the school setting.

   The teachers have to inform students about and guides independent participation in opportunities to use the language outside the classroom (e.g., through contests, research projects, events of ethnic organizations, or opportunities abroad: travel, study, or work). They have to incorporate into lessons guest speakers, real-world materials reflective of the language and culture, and information on using the language outside the classroom, to use classroom and extra-classroom learning experiences and activities to practice using the language and culture in real-world situations, to create
opportunities to use the language beyond the school setting (e.g., through service projects, student exchanges, or school sponsored cultural events), and to integrate technology (e.g., the Internet) into the curriculum to enable students to use the language in real-world contexts by connecting students to language users in other parts of the world.

14. **Teacher knows how to use the language for lifelong learning, personal enrichment, and career development.**

   The teachers have to motivate students to independently pursue personal enrichment activities using the language (e.g., travel, research, reading, networking), to provide experiences and implements learning activities where language skills are used for personal enrichment (e.g., participation in social, civic, and vocational events). They have to help students discover how the language and culture can be used in various careers and show students where and how they may access this information (e.g., uses career situations and business literature/forms in classroom activities), to assist students in finding applications for the language in job settings (e.g., internship programmes), to bring local and area resources and resource persons into the classroom to advise and interest students in career applications for language, and to encourage students to see themselves as world citizens and helps them understand that language proficiency is an asset that will help them function successfully in the world community.

   It can be concluded that the teachers’ competencies regarding the standard of language and technology are as follow:

   (1) The ability to apply the correct Thai language in the communication, with regard to the skill in listening, speaking and writing.

   (2) The ability to apply the skill in the English language or other languages, with regard to the listening, speaking and writing, for the correct communication.

   (3) The ability to use the basic computer.

**Standard 2 : Curriculum Development**

All “curricula” are being re-developed with a constructivist approach starting from primary school level with the aim of raising creative, flexible, intellectually inquisitive, innovative students suitable for team work in line with General Objectives and Basic Principles of Thai National Education. The most primary responsibility rests on our teachers in
effective and efficient implementation of curricula developed with a constructivist and “Student Centred” approach focusing on “Learning to Learn”. Teachers are expected to have sufficient subject-specific knowledge, to convey this knowledge to their students through a constructivist approach in line with the new programme, to have skills for collaboration with colleagues and communication with students together with administrative and organizational skills, and to efficiently exchange information with all concerned stakeholders, especially with families. As may be seen, professional activities of our teachers cover a broad area. Within this context, it is not possible for our teachers to fulfill their obligations without identifying “professional competencies”. Amazing recent developments in science and technology also affect the dynamic structure in all dimensions of teaching and learning. Thus, it is inevitable to question and try to improve qualities of our teachers who play a major role within this process.

The policy goal of the knowledge deepening approach is to increase the ability of students, citizens, and the workforce to add value to society and the economy by applying the knowledge of school subjects to solve complex, high priority problems encountered in real world situations of work, society and life. Such problems might relate to the environment, food security, health, and conflict resolution. With this approach, teachers should understand the policy goals and social priorities and identify, design, and use specific classroom activities that address these goals and priorities. This approach often requires changes in the curriculum that emphasize depth of understanding over coverage of content and assessments that emphasize the application of understanding to real-world problems. Assessment change focuses on complex problem solving and incorporating assessments into the ongoing activities of the class. Classroom pedagogy associated with this approach includes collaborative problem- and project-based learning in which students explore a subject deeply and bring their knowledge to bear on complex, every-day questions, issues, and problems. Teaching is student-centered in this approach and the teacher’s role is to structure problem tasks, guide student understanding, and support student collaborative projects. In this role, teachers help students create, implement, and monitor project plans and solutions. With this approach, classroom structure is also different. Class periods and classroom structure are more dynamic, with students working in groups for extended periods.
of time. In guiding students’ understanding of key concepts, teachers will employ open-ended technology tools that are specific to their subject.

Teacher competencies related to the knowledge deepening approach include the ability to manage information, structure problem tasks, and integrate open-ended software tools and subject-specific applications with student-centered teaching methods and collaborative projects in support of students’ deep understanding of key concepts and their application to solve complex, real-world problems. To support their collaborative projects, teachers would use network resources to help students collaborate, access information, and communicate with external experts to analyze and solve their selected problems. Teachers should also be able to create and monitor individual and group student project plans, as well as access experts and collaborate with other teachers making use of networks to access information, colleagues, and other experts in supporting their own professional development. (UNESCO: 2007)

It can be concluded that the teachers’ competencies regarding the standard of knowledge on the curriculum development are as follow:

(1) The ability in the analysis, improvement and development the curriculum with diversity.

(2) The ability to evaluate the curriculum before and after the application of the curriculum.

(3) The ability to devise an effective curriculum.

Standard 3: Learning Management

The policy goal of the knowledge creation approach is to increase productivity by creating students, citizens, and a workforce that is continually engaged in and benefits from knowledge creation and innovation and life-long learning. Teachers, in this approach, should not only be able to design classroom activities that advance these policy goals but participate in the development of programmes within their school that advance these goals. With this approach the curriculum goes beyond a focus on pedagogy that is needed to create new knowledge. Skills such as problem solving, communication, collaboration, experimentation, critical thinking, and creative expression become curricular goals in themselves and these are the objects of new assessment methods. Perhaps the most
significant goal is for students to be able to determine their own learning goals and plans the ability to establish what they already know, assess their strengths and weaknesses, design a learning plan, stay on task, track their own progress, and build on successes and adjust to failures; skills that can be used throughout a lifetime to participate in a learning society. Assessment is itself a part of this process the ability for students to assess the quality of their own and each others’ products. The role for teachers in pedagogy is to overtly model these processes, structure situations in which students apply these skills, and assist students in their acquisition. Teachers build a learning community in the classroom in which students are continuously engaged in building their own and each others’ learning skills. Indeed, schools are transformed into learning organizations in which all actors are involved in the learning process. From this perspective, teachers are themselves master learners and knowledge producers who are constantly engaged in educational experimentation and innovation in collaboration with their colleagues and outside experts to produce new knowledge about learning and teaching practice. A variety of networked devices, digital resources, and electronic environments are to create and support this community in its production of knowledge and anytime, anywhere collaborative learning. (UNESCO: 2007)\textsuperscript{38}

It can be concluded that the teachers’ competencies regarding the standard of knowledge on the curriculum development are as follow:

(1) The ability to assemble each subject for the use in the learning plans of each semester and throughout the semester.

(2) The ability to devise the learning to suit the age of learners.

(3) The ability to construct the media, to improve the media, and to select the media in the learning support for learners.

(4) The ability to prepare and support the learning of learners, with the discrimination of their learning levels from the evaluation.

\textbf{Standard 4 : Psychology for Teachers}

Educational psychology has been in many different ways. One such definition offered by American Psychological Association (2009)\textsuperscript{39} describes it as application of psychology to education by focusing on the development, evaluation application of theory and principle of learning and instruction that can enhance lifelong learning. Educational
psychology, in its various aspects, has contributed principles, methods of thought, and specific procedures for the process of education. Many contemporary procedures in American teaching stem from the findings of twentieth century psychologists. Educational psychology affords teachers a means of developing understanding for educational problems, and outlines ways in which the educational function can be carried out. The following are the teachers’ competencies regarding the educational psychology.

1. The ability to understand the nature of learners.
2. The ability to assist learners in their learning, and to develop to their full capacity.
3. The ability to advise and assist learners to acquire a better quality of life.
4. The ability to promote the talent and the interest of learners.

Standard 5: Educational Measurement and Evaluation

Education Measurement and Evaluation are procedures to be used by teachers for learner quality development. The outcomes of these two activities are data and information concerning learners’ development, progress and achievement, as well as data useful for promoting learners’ full development potential.

Educational institutions must formulate principles and guidelines of learning measurement and evaluation to be applied by all concerned. Educational institutions must accumulate outcomes of learning measurement and evaluation at all levels: classroom, own institution, educational district, whole country, as well as those conducted by outside evaluators. These are evidence to confirm learners’ quality to satisfy everybody concerned inside and outside educational institutions.

Classroom measurement and evaluation are conducted to find out results from management of learning activities, whether learners have actively gained knowledge, been instilled moral behaviour and desirable value. These two activities may be continuously conducted in parallel with learners’ learning process. Measurement and evaluation processes shall cover conduct, behavior, learning procedures, activities participation, project work or portfolios. Important users of classroom measurement and evaluation files are learners, instructors, parents and guardians. They must jointly stipulate goals, procedures and search for information as well as rules and regulations required for reflecting and
restricting learning procedure outcomes. Learners will understand group’s as well as individual learner’s needs. Subsequently they are able to arrange grade score, or to form learners groups, and own self-learning management evaluation. Parents and guardians can find out learners’ level of achievement.

Educational institution measurement and evaluation must be conducted by the institutions to check learning advancement in each class, each grade level and each year. Relevant information must be used as guidelines to up-grade teaching-learning processes, and for assisting learners to meet learning quality standard. Each class and grade level assessment must also be used for learners up-grading. In the events of learners’ failure to meet standards in any subject groups, educational institutions must arrange remedial teaching and administer learning evaluation.

National measurement and evaluation must be conducted at the end of the last year of each grade level. Educational institutions must make arrangement for learners to be evaluated in significant subject groups. Data received from evaluation process must be used for each educational institution as well as for learners’ quality development. (Ministry of Education. 2008)

It can be concluded that the teachers’ competencies regarding the standard of educational measurement and evaluation are as follow:

1. The ability to measure and evaluate according to the truth.
2. The ability to apply the evaluation outcome to the improvement of pedagogy and to the curriculum development.

**Standard 6 : Classroom Management**

Based on the State’s vision which confirms education policy in building up quality manpower, creating jobs to redeem the economy and social crisis, establishing sustainable national security, strengthening the nation through education, revising the education infrastructure and systems, emphasizing quality, effectiveness and equality, applying education technology, having a firm belief in education for creating manpower, integrating education, religion and culture in learning reformation and national education policy for creating jobs, assuring knowledge and career for the youth. Educational institutions management must be responsible for providing details for each academic year or
semester, to make them relevant to communities and society’s problems and intellectual output as well as desirable goals. Learners must be good members of the family, community, society and the country. Consideration also gave to the relevancy to each group of learners’ potential, aptitude and interest.

Education institute management emphasizes the importance of knowledge thought, capability, morality, learning processes and social responsibility. The aims are to foster the well balanced development of each individual as learner is the most important. Every one is capable of learning and self-development; learners shall be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The following subjects are considered very important: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Thai society historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge, and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Thai wisdom and their application; knowledge and skills in mathematics; languages and their application, in particular Thai language; knowledge and skills in careers; knowledge and skills in leading a happy life. (Ministry of Education. 2008)

It can be concluded that the teachers’ competencies regarding the standard of educational institute management are as follow:

1. The adoption of leadership.
2. The ability to manage the class.
3. The ability to communicate qualitatively.
4. The ability to coordinate the advantage.
5. The ability to apply new innovations to the administration.

**Standard 7 : Educational Research**

Educational institution are responsible for administering learning development which emphasizes thinking processes, management and confronting real situations and the application of knowledge for preventing and solving problems; organizing activities to enable learning from actual experience; arranging practical exercises to enhance skills in doing,
critical thinking and satisfactory achievement; fostering reading habits, the thirst and continuous search for knowledge, inculcating skills for a well balanced integration of all subjects; facilitating learning processes to enable learners to be all round knowledgeable. In application of learning, research procedures must be as part of learning processes. Management of learning process consists of different forms and methodologies in order to respond to learners’ aptitude, interest and needs. Teachers are required to integrate research procedure in learning management for learner’s quality development. Learners must be stimulated to learn and to be able to apply research procedure for learning activities. Research procedures consists of series of actions in respective order, namely problem analysis, establishment of plans to solve problems or to create development activities, implementation of plans, data collection, research output, conclusion, report and utilization of research results. (Ministry of Education. 2008)\(^{42}\)

It can be concluded that the teachers’ competencies regarding the standard of educational research are as follow:

1. The ability to apply the research outcome to the learning & teaching.
2. The ability to carry out the research to develop the learning & teaching, and to develop learners.

**Standard 8 : Education Innovation and Information Technology**

To live, learn, and work successfully in an increasingly complex, information-rich and knowledge based society, students and teachers must utilize technology effectively. Within a sound educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed, responsible, and contributing citizens

Through the ongoing and effective use of technology in the schooling process, students have the opportunity to acquire important technology capabilities. The key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for
establishing the classroom environment and preparing the learning opportunities that facilitate students’ use of technology to learn, and communicate. Consequently, it is critical that all classroom teachers are prepared to provide their students with these opportunities.

Today’s classroom teachers need to be prepared to provide technology-supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning have become integral skills in every teacher’s professional repertoire. Teachers need to be prepared to empower students with the advantages technology can bring. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills.

As stated above, the policy goal of the technology literacy approach is to prepare learners, citizens, and a workforce that is capable of taking up new technologies so as to support social development and improve economic productivity. Related policy goals include increasing enrollments, making quality resources available to all, and improving literacy skills, including the use of a range of hardware and software resources and tools. Teachers should be aware of these goals and be able to identify the components of education reform programmes that correspond to these policy goals. Corresponding changes in the curriculum entailed by this approach might include improving basic literacy skills through technology and adding the development of ICT skills into relevant curriculum contexts. This will involve time within the traditional curricula of other subjects for the incorporation of a range of relevant productivity tools and technology resources. Changes in pedagogical practice involve the use of various technologies, tools, and e-content as part of whole class, group, and individual student activities. Changes in teacher practice involve knowing where and when (as well as when not) to use the technology for classroom activities and presentations, for management tasks, and to acquire additional subject matter and pedagogical knowledge in support of the teachers’ own professional development.

Little change in social structure occurs in this approach other than, perhaps, the spatial placement and integration of technology resources in the classroom or in labs to assure equitable access to all. The technologies involved may include the use of computers along
with productivity software; drill and practice, tutorial, and web content; and the use of networks for management purposes.

In the early stages of development teacher competences related to the technology literacy approach include basic digital literacy skills along with the ability to select and use appropriate off-the-self educational tutorials, games, drill-and-practice, and web content in computer laboratories or with limited classroom facilities to complement standard curriculum objectives, assessment approaches, unit plans, and didactic teaching methods. Teachers must also be able to use ICT to manage classroom data and support their own professional development. (UNESCO.: 2007)

It can be concluded that the teachers’ competencies regarding the standard of Educational innovation and information technology are as follow:

1. The ability to select, devises, construct, and improve on the innovation for the good learning of learners.
2. The ability to develop the information technology for the good learning of learners.
3. The ability to quest for a variety of learning sources to promote the learning of learners.

**Standard 9 : Teachership**

Teachership means a person engaged in one of the teaching profession or any persons whose occupation is teaching or a person who instruct in a pedantic or dogmatic manner. (Dictionary.com: 2008) The expert pedagogue must be able to perform as follow:

1. To adopt the kindness, affection, and good wishes on learners.
2. To acquire the perseverance and responsibility.
3. To become a person of learning, and the academic leader.
4. To acquire the vision.
5. To acquire the faith in the teaching profession.
6. To pursue the teaching profession etiquette.