Development of evaluation standards for professional experiential training of student teachers
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Methods

The procedure is divided into 2 phases as follows: 

**Phase 1:** Development of standards and indicators for professional experiential training of student teachers, which includes:
- Investigating, analyzing and synthesizing the concepts, theories, documents and studies related to standards and indicators for professional experiential training of student teachers, which are divided into 5 categories, as shown in Figure 1:

![Diagram showing 5 categories of standards and indicators for professional experiential training of student teachers.](image)

**Phase 2:** Development of an evaluation form and criteria for professional experiential training of student teachers, which consists of the following:
- Conducting an evaluation form based on the developed standards and indicators.
- Determining evaluation criteria for professional experiential training of student teachers.
- Submitting the evaluation form and criteria to be reviewed and verified for content accuracy and validity by the experts mentioned.

Results

An evaluation form is then developed and validated, and according to the findings it is suggested that the evaluation standards for professional experiential training of student teachers consist of 3 standards, which are 1) teaching competency, 2) classroom action research competency, and 3) self-development for professional advancement, with a total of 32 indicators.

Figure 1: 5 categories of standards and indicators for professional experiential training of student teachers.

- Submitting the standards and indicators developed to be reviewed and verified for content accuracy and validity by 6 experts.

Conclusion

The evaluation standards and indicators for professional experiential training consist of 3 standards and 32 indicators. In addition, for the assessment of each indicator, the evaluation form uses 4 levels of rubric score, which can be applied by student teachers and supervisor/mentor teachers in conducting professional experiential training.

References